CIIL Reading Series - 7

READING COMPREHENSION TESTS

(With Cloze and Multiple-choice Items for Classes
VIII, IX and X)

G. C. AHUJA
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FOREWORD

Reading is not a simple skill. It is also a composite skill. Unlike speaking, acquisition of reading needs guidance. From simple reading to competent reading there are many stages. Whatever is good for one stage may not be good for the other. This fact explains why some children can cope with early reading demands but not later ones.

In our language curriculum in schools no special hour is given for reading. No special material is given for readers of different abilities leading to insufficient background for reading. New techniques are needed to cope with change. Carrying the same techniques for a childhood to one's adult days does not make anyone a competent reader.

Assessment problems appear to be more severe in reading than in other curriculum areas. Yet relative to the history of testing procedures formal assessment instruments for reading were developed late. Eversince the first published paper on the Cloze Procedure by Wilson Taylor in 1953 the Cloze Test has been hotly debated. Early researches centre around deletion techniques, scoring methods, test length, size and range of populations, topics related to the methodology of construction of Cloze Test. In our country little work has been done in this area. The authors Dr. G. C. Ahuja and Dr. Pramila Ahuja deserve appreciation for construction and standardization of reading comprehension tests based on the cloze procedure. If this leads to further debates and further construction of tests then our effort would have been rewarded. I congratulate all those who are responsible for the production of this book.

Debi Prasanna Pattanayak

(D. P. PATTANAYAK)
Director

EDITOR'S NOTE

The study of language which is a set of vocal habits shared and learned in a community is the primary occupation of a linguist. The deep insight into the nature of language acquired by a linguist enables him/her to an understanding of the process of language acquisition and language learning. By a corollary the language teaching and language testing should also be the primary concern of the linguist. Yet in a major part of the world, language teachers, particularly at the primary level, have been educationists with hardly any understanding of the properties of language. And language testing has been the prerogative of the psychometricians. Despite some differences in the strategies adopted, the basic understanding of the facts of language learning also applies equally to language testing. Since the consumers of this book are also likely to be educationists and/or psychometricians, a brief overview of the system in languages by a linguist might offer a better perspective in understanding the issues involved in language learning and language testing.

Language is a part of the culture of a society and the chief means by which the members of the society communicate. Language therefore is both a component of culture and cultural matrix through which the other components are expressed. Every language has a system of hierarchy consisting of a series of sub-systems. Yet it is a polysystemic system with the various sub-systems interacting on each other simultaneously. Anyone who uses a language operates these sub-systems simultaneously though for the sake of linguistic analysis one could isolate the various sub-systems and separate the structural pattern for a detailed study. Quite often both the language teacher and the language tester is unaware of these facts. Most of the language teachers as well as the language testers are also unaware of the processes a child acquires a language and also the issues a child faces in learning the standard variety of the language or a second language at school.

A child acquires the language of its immediate environment in a haphazard manner which then becomes its mother tongue or the first language. If the immediate environment in which a child is born and brought up has two or more languages, it acquires all the languages with equal facility. All such languages could then be treated as its first language. The learning of the first language is rarely planned or controlled. The ability to speak a native language is achieved by a long process of trial and error during which an infant makes countless experiments and receives explicit corrections. It is claimed that by the time a child is five years of age, it has complete mastery over its language of the home/environment and can express its experiences and feelings within the limited vocabulary at its repertoire. Despite this mastery, the child faces difficulties in language learning at the school partly because the language acquired at home or in the neighbourhood need not be the standard variety used at the school. A child who is exposed during his pre-scool days, only to the non-standard variety of his first language finds a discontinuity between his home language and the school language. To that extent he is at a disadvantage when compared to a child who comes from a home environment where standard form is used. The researches conducted in different parts of the world show that the school system which includes both the teaching and testing rather than reducing the gap between the home and school language, in reality causes to increase this gap. Since one is expected to test only the items that are learnt/taught, the children who experience a discontinuity between the home and school language is unlikely to score well owing to their difficulty in acquiring the standard variety used at the school. And the tests conducted in such contexts become unreliable. The teachers who are unaware of these issues express incorrect opinion about the intellectual abilities of such children. And such incorrect opinion of the teachers then become self fulfilling prophecy. Most teachers including the teacher educators are not even aware of the phenomenon of the self fulfilling prophecy.

Let us now have a look at the issues involved in the learning of a second language. Since learning a second language axiomatically presupposes an ability to speak a first language, the ability to move the vocal organs to produce a stream of speech sounds in the native language entails a corresponding inability in performing the movements of the vocal organs in any manner other than the ones to which it is accustomed to, even though it suffers no speech impediments. What is more striking is that it cannot easily perceive the speech sounds other than the ones in the system of its mother tongue, even though it suffers no auditory defects. In other words when it listens to a second language, it filters the sound system of the second language through the mesh of its first language.

This is known as the phenomenon of interference. This phenomenon can be attributed to two major factors, *viz.*,

1) An experience found in the second language speakers community being absent in the child's community and
2) Difference in segmenting the same experience by the two communities involved.

These factors could confront a learner in three ways, *viz.*,

a) Some of the units and patterns of the language being learnt are similar to the ones available in the learner's language,
b) Some of the units and patterns are completely different or new patterns and
c) Units and patterns that are partially similar to the ones available in the native language.

Of the three, no learning takes place in the case of the first and the learners native habits could therefore be straight away transferred to the new language. While the second item could be learnt as new learning unit, the last one causes the real learning problem. When all these factors are taken into account, one could find that the difference between the learning of the standard form of the first language by a child speaking a non-standard form on the one hand the that of learning a second language on the other are marginal.

The difficulties of a child learning either the standard form of its first language or a second language are ordinarily expected to be taken care of by the textbook writer by understanding a contrastive study of the language varieties or the language involved and preparing graded lessons based on the contrastive study. Even though a language teacher need not be a linguist, if she/he has to be a successful teacher, she/he is expected to have some understanding of these issues in language learning. Such a knowledge also helps a teacher in administering purposeful diagnostic tests. She/he would also have to undertake an error analysis of the pupils answer scripts so as to pinpoint the difficulties/weak points of each child. What is to be understood very clearly is that whatever be the test modalities used, tests in language teaching fields should not exist for their own sake, but only to serve the specific educational goals. To that extent a test is ultimately judged on the anvil of the fulfilment of the purpose for which it was designed. The final proof of a test depends on the answer to the question 'how well is a test doing what it was proposed to do?'

All testing activities incorporate two major components, *viz.*, a stimulus, the test booklet and a response on the part of the student tested. The term *stimulus* refers to any material presented to a student to which he attends in the test situation and which represents the testing task at issue. The term *response* refers to any physical activity on the part of the student in reaction to the stimulus materials, e.g., in a reading comprehension test based on Cloze Procedure, the student would have to write the appropriate word/words in the blanks. The stimulus would be the printed material including the blanks. In a Multiple-choice reading comprehension test, the stimulus could either be printed word options or pictorial options. One could have multiple-choice tests in listening comprehension also, *i.e.*, the student may be asked to determine which of the three sounds differ from the other two. The response would be simply marking A, B or C on the basis of spoken material. Such a test is known as *pure multiple-choice test* as in such a test there would not be any printed or pictorial options. The listening comprehension test could also be administered with printed written pictorial options.

It was mentioned earlier that language is a polysystemic system with the various sub-systems interacting on each other simultaneously. Any one who uses a language must necessarily have to operate on all the sub-systems simultaneously; yet for a detailed study it is possible to isolate different sub-systems. The possibility of isolating the different sub-systems has a great deal of significance for language teachers as well as language testers. The teacher and the tester must be able to pinpoint very clearly the area of the child's difficulty, when a child commits an error. Hence the test items administered to a child should isolate not only different skills but also different sub-units in the language; otherwise the nature of measuring process itself becomes difficult. Take for instance, the tests based on Cloze Procedure where every N^{th} word is deleted. A child could have a perfect comprehension of the given reading passage, yet he/she may be marked wrong for his/her inability to use the appropriate function word. Let us take another instance, a Multiple-choice listening comprehension test in which the student on listening to tape recorded material selects the options from out of the printed material. If the students' response is correct, it would be assumed that he/she has attained a level of listening comprehension as sufficient enough to understand the spoken material as well as certain degree of reading ability for understanding the printed options. If a child makes an incorrect response, there is no means of attributing the cause of the failure, *viz.*, either to the insufficient degree of listening comprehension or to his/her inability to read the printed option or to both. In such a situation, the teacher is denied the cue for remedial instruction. Further the use of such a test may neglect to keep in mind the possible ambivalence of the test results leading to a wrong assumption that the results can be attributed entirely to their ability or inability in these skill areas. A test administrator must therefore ensure that the test passage/unit would not put a student to difficulty in the items other than the ones that are tested.

The question of test modalities is, of crucial importance to language testing. It is therefore necessary for the test developers and users to be clearly aware of the possible modalities for various types of language tests and its advantages and disadvantages which each offers for the measurement of a given skill. Keeping this in view let us see the aims and objectives in administering a reading comprehension test and which of the available test modalities serve these aims and objectives more effectively.

Reading being a language skill, requires a familiarity on the part of the reader with the vocabulary and the structure of the language concerned. Since a proper understanding of the words in a sentence is essential for reading accurately and for understanding the sentence/passage one reads, the understanding of the structure of the language is more important than the familiarity with the words in a language. The reading material, *viz.*, the topic also plays a significant role in this. A broad view of the nature of reading in that it involves the recognition of the important elements of meaning in their essential relation including accuracy and thoroughness in comparison. Reading is considered today not as a general ability but as a complex activity of four dimensions, *viz.*,

1) Perception of the words,
2) Clear grasp of the meaning,
3) Thoughtful reaction, and
4) Integration.

The object of any reading programme should therefore be directed towards making every pupil an 'eye reader' for offering him/her the ability to look directly through the written expression to the meaning. The reading programme should also be directed towards the cultivation of a whole array of techniques involved in understanding, thinking, reflecting, imagining, reasoning and evaluating. A reading comprehension test should have these points in view. Till recently these points pertaining to the reading comprehensions were tested through different means. For instance, the students may be given a passage to read and thereafter asked to mark *true/false* against each of the statements made pertaining to the given passage. They may also be asked to write the correct answer wherever statements are false (ii) the students may be asked to complete the incomplete sentences, (iii) answer questions in a single word/sentence, etc. These test modalities involve an element of subjectivism. The Multiple-choice questions that came in vogue is comparatively an objective one. To that extent it is superior to the earlier test modalities. A characteristic feature of the multiple-choice question is that a few questions are not set of a given passage. And each question would have four-five answers of each only one would be the correct answer and the rest being distractors. A precondition for including an item as a distractor is that it must have the probability of being the correct answer even while remaining an incorrect answer. These would require a teamwork and try-outs for establishing effective multiple-choice questions. The teachers in our present school system have hardly any time to spare for constructing multiple-choice questions having validity. It is here the Cloze test procedure adopted in this monograph comes to the rescue of the teachers.

The history of the use of Cloze test is just about three decades. From the time of its introduction by Taylor in 1953 for testing, language tests based on Cloze procedure have been experimented by a number of scholars in different situations. Despite its limitations, its use covers a broader range, *viz.*, from comprehension of the vocabulary to paragraph comprehension including the communicability of the entire passage. For studying the comprehensibility of written communication, Taylor developed a simple word deletion test known as Cloze procedure. The basic assumption of this procedure is that in view of the redundancies inherent in any language, rarely each word in a sequence of speech is found necessary for the understanding of the new message and hence, parts of speech sequences can be anticipated even if missing or distorted. A subject's comprehension and learning depends to a large extent on his/her abilities to substitute from context, the meaningful words for those not seen or unfamiliar to him/her. This technique provides a flexible means of using the ability to predict words deleted from speech samples as a measure of the subjects' understanding of the language of the passage. Usually a Cloze procedure is constructed by deleting every N^{th} word. The multilated passage is then presented to the students who supply the deleted words.

At this juncture we might compare the test modality of the two types of tests. When the validity of the Cloze test is measured against the multiple-choice test, it has been found that the former is as valid as the latter in measuring language comprehension. Despite this the Multiple-choice tests when compared to the Cloze Tests are weaker ones. For instance, (i) in multiple choice tests the possibility of the students answering a weakly constructed question correctly without having read the passage exists whereas in the Cloze test, the students are obliged to read the entire passage as the deleted words are in a linear order, (ii) in a Multiple-choice test, rarely two examiners select the same points in a given passage for setting questions, which in turn leads to some type of subjectivity from which the Cloze procedure is free, as the items are deleted mechanically and (iii) a Multiple-choice test involves a 'recall' response whereas the Cloze test requires a 'constructed' response. The behavioural scientists always considered that the constructed responses are superior to the recall responses.

The Cloze procedure tests have one shortcoming which the multiple choice tests do not have, *i.e.*, since every N^{th} word is deleted in a Cloze passage mechanically, the deleted word might either be a content word or a function word including certain grammatical categories. When the deleted word is a grammatical category, the student would be tested simultaneously for his/her comprehension of the passage as well as the knowledge of the appropriate grammatical category, which is against the basic tenets of testing. In fact a reading comprehension test is not the appropriate forum to test the knowledge of the grammatical categories. In view of this some scholars have adopted the Cloze procedure by deleting only certain word classes like: nouns, verbs, etc., rather than deleting every N^{th} word. With these comparisons it could be stated that between the two test modalities the Multiple-choice test is definitely a weaker one.

In closing, it might be stated that though language is a polysystemic system with its various sub-systems interacting simultaneously, for the purpose of the linguistic analysis, these sub-systems could be isolated and could be studied independent of each other. A language teacher and the language tester could take definite advantage of this possibility in improving her/his teaching techniques. A language teacher therefore must necessarily have some understanding of the system in language and also issues involved in the acquisition of the first language by a child and also in the issues involved in learning a second language.

Language testing should not be administered for its own sake, nor should it be used as a tool for eliminating the excess demand whenever there is a mismatch between the demand and supply. The school system has a responsibility for providing fruitful education to every child and therefore the tests should be administered to locate the varying degrees of difficulties/weak points of a child with a view to helping the child to overcome his/her difficulties. The real function of a tester, therefore commences after the results of the tests are available. In this, every sincere teacher should emulate the zoologist turned great psychologist, Piaget. Piaget after working for a year with Blauler, a follower of Freud, joined Binet and Simon, the co-authors of the first intelligence tests of reasoning. While working with them, he found that some of the test items involving part-whole relationship were very difficult for children below the age of 11 years and therefore he got involved in finding out not only why the children fail tests but also in indentifying the specific factors the children fail to grasp. For finding answers to these questions Piaget divided tasks in different areas like number, quality, space, time, etc., so as to study the children's reasoning. As teachers, we would be doing a great service to our profession and to the pupils, particularly from the socially disadvantaged communities, if we too like Piaget draw flow charts of the test units and undertake task analysis of each unit, both before the teaching and after the tests. If Skinner could teach Pigeons to play pingpong, we should be able to teach any child irrespective of his social background. Because of the deprivation at the early infancy, a child from the socially disadvantaged communities would take slightly longer period when compared to a middle class child in grasping the middle class biased culture bound concepts. Without realizing this difficulty of a socially disadvantaged child, the teachers have condemned such children as mentally retarded uneducable, etc. Since no child is uneducable, if a child fails, the blame should fall squarely on the system and not on the myth of the hereditary or social background. The authors of this monograph have undertaken a detailed study of a test modality. Based on this modal any language teacher could construct tests based on Cloze procedure in the languages he/she teaches and make use of the findings of such tests for improving the teaching/learning situation.

- **M. V. Sreedhar**

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CHAPTER - I

INTRODUCTION

While testing reading comprehension in a traditional manner, many problems come up which are to be solved according to the background and requirement of different groups. For example, difficult questions on an easy passage cannot be compared with asking easy questions on a difficult passage. Similarly, if the testees have to answer comprehension questions after the test is removed, memory factors and reliance upon cues in the questions will influence the results. On the other hand, if the subjects (testees) have to answer the comprehension questions retaining the passage with them, results will be different. Both these types of comprehension tests cannot be compared and also it cannot be said with certainty that both the tests though on the material of equal difficulty value are measuring the same thing. If the multiple-choice items are given again, many factors such as guessing, types of alternatives and the range of options may affect the responses of the subjects on a reading comprehension test. At this juncture "cloze procedure" for testing reading comprehension comes to our rescue.

The Cloze Procedure

Wilson L. Taylor is generally credited with being the "father" of the cloze procedure. In 1953 he introduced this procedure as a technique for measuring reading comprehension.

The term "cloze" is derived from the Gestalt concept of "closure", the tendency to complete a structured whole by filling a missing gap.

A cloze test can be constructed by deleting certain words in random from a verbal passage and substituting underlined blank spaces. The testee is asked to fill in the word which very suitably belongs to each blank space. Only minor mis-spellings are disregarded; otherwise responses must match the actual word deleted. The comprehension score on the cloze test consists of the number of correctly filled spaces. As far as deletions in a cloze test are concerned, there are of course, different ways of doing that. Some authorities in the field are of the opinion that every fifth word in a passage should be deleted; others are in favour of every seventh or every ninth word; still others say that only verbs and nouns should be deleted. Many favour the random deletion of words in such an order that ten per cent of total words should be deleted randomly - not following fifth or seventh or tenth deletions in a purely mechanical manner.

Moyle (1970) is of the opinion that omissions or deletions from the text can be selected as a structural or lexical basis. Rankin (1959) found that structural deletions correlated at a significantly higher level with vocabulary and reading comprehension scores than did lexical deletions. In structural deletions, a certain percentage of words is removed from the text - no matter what words these prove to be. In lexical deletions certain parts of speech like nouns or verbs are omitted.

Structural deletions can be determined by a table of random numbers or the omission of say every tenth word. Taylor (1953) found that though both methods achieved a similar grade of the passages he employed, the deletion of every fifth word gave the best discrimination between passages. Ahuja (1977) states that since Taylor was working with adult subjects and it may be that there will be differences from one age to another in the deletion rate which gives the best discrimination. Smith and Dechant (1961) suggest that among young children a passage cannot be understood if more than one word in ten cannot be read. If this is so, then to omit more words than one in ten would prevent the child using his ability to understand the test in order to fill in the blanks (cf Pumfrey, 1976; Schreiner, 1979 and Venezky, 1974).

In brief, cloze procedure requires the subject to fill in a gap, a whole word which is missing. In order to do this, the subject must supply the words for the blanks to suit the language pattern of the writer who has written the passage. Now the question arises as to why does the subject fill in the precise word that was deleted? According to Taylor (1953) who originated the procedure: "A 'cloze unit' is any single occurrence of a successful attempt to reproduce accurately a part deleted from a 'message' (any language product) by deciding from the context that remains, what the missing part should be". To the extent that the reader and the writer have similar backgrounds of experience, interests, language habits, etc., the reader shold be able to make accurate predictions of words which have been deleted.

According to Wilson and Carroll (1954), the underlying logic of the method is: ... 'If the encoder producing a message and the decoder receiving it happen to have highly similar semantic and grammatical habit systems, the decoder ought to be able to predict or anticipate what the encoder will produce at each moment with considerable accuracy. In other words, if both members of communication act share common association and common constructive tendencies, they should be able to anticipate each other's verbalizations'.

The Significance of the Procedure

Anderson (1976) claims that "The cloze procedure may be used: (a) as an index of a passage's readability or reading difficulty and (b) as an index of a subject's ability to comprehend a given passage" (cf Johns, 1977).

Rankin (1959) puts it like this: The cloze procedure is an objective measure of language correspondence between reader and writer (cf Jongsma, 1980).

It may be inferred, however, that the ability to make correct word predictions of the precise words deleted in a cloze test is indicative of the respondent's grasp of "meaning" contained in the message. The ability to predict the precise word used by the writer is more indicative of the reader's understanding of the writer's total meaning (with all its semantic and stylistic connotations) than the prediction of a synonym with similar, but never quite the same, connotations or the prediction of another word which merely produces a plausible sentence (cf Berger and Peebles, 1976).

Moyle (1970) states that cloze procedure involves accuracy, in that the child cannot hope to fill in blanks if he cannot recognize the majority of words given. It also involves fluency and knowledge of grammatical structure. Further, it necessitates understanding the text and therefore comprehension. He suggests the following criteria for filling in the blanks:

1) Select word according to grammatical rules
2) Select a word with the correct meaning
3) Choose a word which fits in best with the language patterns and vocabulary employed by the author.

Experiments with Cloze Tests

Rankin (1957), Jenkinson (1957) and Blanton (1974) have demonstrated that cloze tests have adequate validity for evaluating reading comprehensin for most general uses. Using the Cooperative English Test, Reading Comprehension C2, as a criterion of general comprehension, Jenkinson obtained correlations of .78 and .73 between cloze test scores based on literacy materials and the vocabulary and level of comprehension subtests, respectively. Rankin found similarly high correlations between cloze test scores and the Diagnostic Reading Test, Survey Section.

Bloomer (1962) reported that an experimental group of college students in a remedial reading programme using a graded series of cloze exercises made significantly greater improvement on a standardized reading comprehension test than did a control group which followed other remedial procedures (cf MacGanitie, 1973).

Rankin studied the use of the cloze test to measure different aspects of reading comprehension, such as comprehension of specific facts and comprehension of general relationships between ideas. He found that cloze tests constructed by deleting only nouns and verbs from a reading passage are primarily a measure of factual comprehension; cloze tests constructed by deleting all types of words indiscriminately resulted in a better measure of the comprehension of relationships. He also obtained evidence that cloze test scores based on noun verb deletions show lower correlations with intelligence scores than do cloze scores based on deletions of words without consideration of the type of word that is deleted. Bormuth (1962) found that cloze tests were efficient measure of reading comprehension in various content areas with children in Grades 4, 5 and 6. He also reported that the cloze tests used in his study were valid predictors of the readability levels of the reading passages upon which they were based.

Uses and Applicability

The cloze procedure can very safely be used to study the communication process from several view points (Robinson, 1972). Rankin (1959) writes, "Thus far it has been used to study readability and information (or lack of redundancy) message, knowledge, comprehension and intelligence of readers".

Karlin (1971) writes, "Experiences with the cloze procedure show that it has possibilities for determining the difficulty of materials, of measuring levels of comprehension, analysing and overcoming meaning difficulties, and suggesting ways to teach readers how to use the context in vocabulary development".

The possible uses of the cloze procedure have been listed below:

1) Readability of the reading texts for school children can be checked.
2) Cloze procedure is a very easy technique for grouping the children on the basis of their reading ability.
3) It serves as a good measure for testing reading comprehension in a second language situation.
4) It is an easy and interesting way of checking certain important aspects of reading comprehension.

5) Standardized 'cloze tests' simplify attainment testing in reading.
6) It may be used with a wide variety of material from narrative and descriptive to technical and scientific.
7) It may be used with oral as well as written material.

A number of writers and researchers have also recommended the cloze procedure as a suitable teaching device (McKenna and Robinson, 1980). Their recommendations are based on the assumption that by going through the task of completing cloze units, a reader will gain insights into the process of using context, recognizing the inter-relationships of language, and consequently improving comprehension skills (Jongsma, 1971).

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CHAPTER - 2

THE CONSTRUCTION OF THE TEST AND TRY-OUTS

Purpose

A psychological test is an objective, organised and statistically refined instrument or method to measure some specific skill, behaviour or set of characteristics under standardized conditions. The construction and standardization of such a test is largely a creative undertaking which is constructed in accordance with definite principles. The present study was undertaken in order to meet the pressing demand for a group test of reading comprehension based on the cloze procedure. The experiences of both the authors (Ahuja, G.C. 1976 and Ahuja, Pramila. 1975) in the field of test construction were of immense value for devising such a test.

There is great dearth of valid tools for assessing the reading comprehension of high school students. In the absence of such instruments, the research workers are greatly handicapped.

The test is meant for assessing the reading comprehension ability of pupils studying in classes VIII, IX and X through English Medium Schools of Mysore. It is the first of its kind in India. A unique feature of the study is to provide comparative norms for Reading comprehension on Cloze as well as on the Multiple-Choice items test.

THE CLOZE TEST

Reading comprehension itself is an equivocal concept. It is clear that a student's score on a so-called 'test of Reading comprehension' is, to an unknown degree, a function of the questions which are asked as well as the material on which the questions are based (Davis, 1944). In the present case, where the only stimulus to which the testee must respond is the reading passage itself, there are no extraneous questions to constitute an intervening variable. This is one of the major advantages of cloze tests, in believing that the skills which it taps is 'reading comprehension', is provided by Fries (1963) who identifies three layers of language meanings:

1) The layer of meanings carried by the lexical items;
2) The layer of meanings carried by the grammatical structures; and
3) The layer of socio-cultural meanings.

To replace successfully words that have been deleted from a given passage, requires a familiarity with the grammatical structure of the language, an understanding of lexical meaning and, if the passages selected are concerned with a variety of experiences familiar in a given culture, they reflect to some extent 'socio-cultural' meaning.

The GAP test of Reading Comprehension devised by J. McLeod for measuring reading comprehension was the first published test using a modified cloze technique (McLeod, 1966).

Bormuth (1967) states that cloze-type tests have proven to be valid measures of comprehension and are decidedly more reliable and superior to conventional multiple-choice tests.

A. The Cloze Procedure in Working

Cloze Procedure is a very simple technique. It is a technique that measures how well a student understands what he has read. The student taking the test tries to guess the precise words which are deleted. According to Bloomer (1962) the procedure fosters close attention to detail and awareness of the main idea within the paragraph and develops the ability to infer from that which is written. On the other hand, the procedure does sacrifice work on speed for work on attention (cf Davis, 1974; Farr and Tuinman, 1972).

Description of the Cloze-Test Administered

Two passages of 568 words in each were selected. The matter contained in the passages was of general appeal. One pertained to 'Japan' and the other to 'Panna - a brave and faithful nurse'.

For getting an understanding of the passage, the first five sentences were given in full. And after leaving about 50 words, thereafter every tenth word was deleted in each passage. This process helped the students to get settled in the work. Again, the first two deletions in each passage were treated as the practice examples. The remaining 50 deletions (from No.3 to 52) in each test formed the test proper.

The number of items in a cloze test involves such considerations as testing time, fatigue, and test reliability. Taylor (1956) suggested that fifty blanks were usually sufficient to allow the chance selection of easy and hard words to cancel out and yield a stable estimate of passage difficulty or individual performance.

The total of the two tests (Cloze Test 1 and Cloze Test 2) was 100 which could conveniently be represented as the percentage performance.

The tests are given in Appendix-I.

Description of the Multiple-choice Items Test

10 Multiple-choice comprehension items with five choices each were constructed for the same passages which were used for Cloze test. Thus, there were 20 items of Multiple-choice as against the 100 items of Cloze test.

A set of tests is given in the Appendix-II.

Preliminary Trials with Cloze and Multiple-choice Items Tests

Cyclostyled copies of the tests - Cloze as well as Multiple-choice items were made available for preliminary trials. Initially, a series of mini trials with individual students

8 from each class (4 boys and 4 girls) of Classes VIII, IX and X studying through English Medium Schools of Mysore were conducted.

The purpose was to check the workability of the tests, to find out gross deficiencies in the items, and to obtain the reactions of the students.

The tests were also shown to the teachers for their comments. The students liked the tests very much. They revealed that it was a kind of new experience for them. They did the tests with enthusiasm and interest.

The teachers also took interest in the tests and studied them minutely. They also observed the students working with tests and talked to them to know their reactions. The teachers appreciated the tests and also suggested that these be given to the students of other classes as well.

On the basis of the trials on 24 students, it was confirmed that the tests were workable for classes VIII, IX and X.

To ascertain the fact whether the students of class VII could also be included for administering the tests, this was also tried.

For this, 4 boys and 4 girls of class VII were tested individually. They found great difficulty in following the Cloze tests. Hence it was decided to restrict these tests to the VIII class and onwards, and not to go below it.

The Second Try-out of the Cloze Tests

The purpose of the second try-out was to prepare a set of scoring keys. For this it was considered that the tests be given to the students as well as teachers.

The divergent responses for various items were to be examined and scoring keys were to be developed.

The tests were administered on a selected sample of toppers (boys and girls) of classes VIII, IX and X drawn from two English Medium Schools of Mysore. For each class 20 students (10 boys and 10 girls) were thus given the tests. These were the high achievers as far as their performance in the school examination was concerned. They were given liberal time to complete the work.

As far as the sample of teachers was concerned, the tests were administered on the trainees of the Southern Regional Language Centre under the Central Institute of Indian Languages, Mysore.

The responses of students and teachers were examined and a set of scoring keys were developed. These are given in Appendix-V.

For most of the answers exact deletions were taken into account for scoring, but for some in particular, credit was given for synonyms. These have been indicated in the scoring keys.

Scoring Procedures

A variety of procedures has been reported for scoring cloze items. The most common is where credit is given only if a subject replaces a blank with the exact word that was deleted. Allowing credit (full or partial) for synonyms was reported by Taylor (1953), Rankin (1957), Ruddell (1964), Bormuth (1965), Blumenfeld and Miller (1966) and Miller and Coleman (1967). Some researchers allowed credit for a replacement of the same grammatical class as the word deleted (Fillenbaum, Jones and associates, 1962, 1963, 1965, 1966, 1967 and 1968).

Preparation of a Separate Answer Sheet for Each Cloze Test

To make the test reusable and at the same time to have an efficient procedure for scoring, a separate answer sheet was devised for each Cloze Test. A copy each is given in Appendix-III.

The Third Try-out of the Cloze Tests

The third try-out of the cloze tests was planned with a view to standardizing the instructions for administering the tests and to fix the time-limits for 8th, 9th and 10th class students.

The tests were administered on a sample of boys and girls drawn from one English Medium School of Mysore. The tests were given to the students of VIII, IX and X in continuation. These classes had respectively 48, 36 and 28 students in each class.

The students had no difficulty in following the instructions because of the clarity in expression based on the previous try-outs.

The time taken to complete the tests by about 75% of the students in each class was:

VIII Class ... 27 Minutes

IX Class	...	22 Minutes
X Class	...	17 Minutes

In the next few minutes all students had completed the tests.

The timings for the Cloze tests were therefore, fixed as follows:

VIII Class	...	30 Minutes
IX Class	...	25 Minutes
X Class	...	20 Minutes

Printing of Test Booklets and Answer Sheets

The test booklets and answer sheets were made ready for printing so that final administration is taken up for fixing the norms, and studying the reliability and validity of Cloze as well as Multiple-choice Tests.

In all, there are four tests - two based on the Cloze Procedure and two based on the Multiple-choice Items. These were named as *the CIIL Tests of Silent Reading.*

The set of printed Test-Booklets and Answer Sheets based on the Cloze Procedure (Test 1 and Test 2) as well as Test Booklets and Answer Sheets based on the Multiple-choice items (Test 1 and Test 2) are given in Appendix-IV).

A set of scoring keys is given in Appendix-V.

In Appendix-VI, instructions for administering and scoring the tests have been given.

The final administration of the tests has been dealt with in the following Chapter-3.

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CHAPTER - 3

THE FINAL ADMINISTRATION OF THE TESTS

Sample

A standardized procedure for administration and scoring of the Cloze as well as Multiple-choice Items test was formulated on the basis of the try-out experiments. In order to establish suitable norms, the final form of the test was administered on a representative sample drawn from 7 English Medium Schools of Mysore. There are in all 46 English Medium Schools in Mysore as per data available in the office of Deputy DPI, Mysore. The following seven schools were selected randomly for this study.

1) CFTRI High School, Mysore.
2) Maharaja's High School, Mysore.
3) Sri Ramakrishna Vidyashala, Mysore.
4) Maharani's High School, Mysore.
5) Mathru Mandali High School, Mysore.
6) Hardwick High School, Mysore.
7) Good Shepherd Convent, Mysore.

The school at Serial No.1 is a mixed school for boys and girls. It is managed by Central Food and Technological Research Institute.

The schools at Serial No.2 and 4 are Government managed institutions and are meant for boys and girls respectively.

Sri Ramakrishna Vidyashala is a privately managed Boarding School for boys only.

Mathru Mandali High School at Serial No.5 and Hardwick High School at Serial No.6 are privately managed institutions for girls and boys respectively.

Good Shepherd Convent at Serial No.7 is a Christian Missionary School and meant only for girls.

Out of the 7 schools selected for final administration of the tests, 3 were boys, 3 were girls and 1 was a mixed group school.

Analysis of the Sample

The distribution of students according to their mother tongues has been shown in Table 1, which follows. The languages have been listed in an alphabetical order.

TABLE 1 : Mother Tongue-wise Distribution of the Sample

Sl. No.	Mother tongue	School							Total	Percent-age
		C.F.T.R.I.	Maharaja's	Sri Ramakrishna	Maharani's	Mathru Mandali	Hardwick	Good Shepherd		
1.	Bengali	–	1	1	–	–	–	–	2	0.28
2.	Coorgi	1	8	8	–	2	4	5	20	2.79
3.	English	1	–	–	1	–	–	7	9	1.26
4.	Gujarati	1	–	1	–	–	–	1	3	0.42
5.	Hindi	13	15	2	14	1	14	34	93	12.99
6.	Kannada	59	33	44	15	81	46	36	314	43.85
7.	Konkani	2	–	1	–	–	1	6	10	1.40
8.	Malayalam	7	1	6	2	–	3	4	23	3.21
9.	Manipuri	–	–	4	–	–	–	–	4	0.56
10.	Marathi	10	2	2	1	1	3	2	21	2.93
11.	Punjabi	–	–	1	–	–	–	1	2	0.28
12.	Rajasthani	1	–	1	–	–	–	–	2	0.28
13.	Sindhi	1	–	–	–	–	–	1	2	0.28
14.	Tamil	15	14	6	7	12	17	13	84	11.73
15.	Telugu	17	–	9	–	3	4	6	39	5.45
16.	Tulu	1	–	2	1	–	–	–	4	0.56
17.	Urdu	12	19	–	22	3	13	15	84	11.73
	Total	141	85	88	63	103	105	131	716	100.00

The data reveal that 314 out of 716 students (43.85%) have their mother tongue as Kannada followed by 93 students (12.93%) from the Hindi MT. The remaining students have other mother tongues which are listed in the descending order: Urdu, Tamil (11.73% each), Telugu (5.45%), Malayalam (3.21%), Marathi (2.93%), Coorgi (2.79%), Konkani (1.4%). The other linguistic groups have less than 10 students each, with Bengali, Rajasthani, Punjabi and Sindhi having just two students each.

Class-wise and Sex-wise Distribution of the Sample

Table 2 presents the distribution of the sample both sex-wise and class-wise.

TABLE 2 : Class-wise and Sex-wise Distribution of the Sample

Standard		Male	Female	Total
VIII	....	124	129	253
IX	....	124	117	241
X	....	123	99	222
Total	....	371	345	716

Distribution of Test Scores

The distribution of test scores for Boys and Girls (class-wise for VIII, IX and X) and for the entire sample for Cloze Test and Multiple-choice Test have been given in Tables 3 to 10.

TABLE 3 : Distribution of Test Scores for Boys and Girls of Class VIII (Cloze Test)

Score			Boys	Girls	Total
92-98		....	0	0	0
85-91		....	0	0	0
78-84		....	5	6	11
71-77		....	24	7	31
64-70		....	13	8	21
57-63		....	8	7	15
50-56		....	3	10	13
43-49		....	5	5	10
36-42		....	9	4	13
29-35		....	2	12	14
22-28		....	7	18	25
15-21		....	6	8	14
8-14		....	6	16	22
1-7		....	36	28	64
N	=	....	124	129	253
Mean	=	....	38.94	32.11	35.46
SE_M		....	2.62	2.18	1.71
SD	=	....	29.20	24.76	27.24
SE_{SD}	=	....	1.86	1.55	1.22

TABLE 4 : Distribution of Test Scores for Boys and Girls of Class IX (Cloze Test)

Scores			Boys	Girls	Total
92-98		....	0	0	0
85-91		....	6	2	8
78-84		....	16	13	29
71-77		....	22	9	31
64-70		....	12	13	25
57-63		....	10	8	18
50-56		....	4	12	16
43-49		....	5	4	9
36-42		....	3	10	13
29-35		....	5	12	17
22-28		....	11	8	19
15-21		....	8	5	13
8-14		....	11	6	17
1-7		....	11	15	26
N	=	....	124	117	241
Mean	=	....	49.67	44.92	47.37
SE_M	=	....	2.53	2.39	1.75
SD	=	....	28.16	25.88	27.18
SE_{SD}	=	....	1.79	1.70	1.24

TABLE 5 : Distribution of Test Scores for Boys and Girls of Class X (Cloze Test)

Scores			Boys	Girls	Total
92-98		....	1	0	1
85-91		....	3	5	8
78-84		....	20	7	27
71-77		....	16	8	24
64-70		....	11	10	21
57-63		....	6	10	16
50-56		....	4	12	16
43-49		....	13	18	31
36-42		....	11	10	21
29-35		....	9	8	17
22-28		....	7	3	10
15-21		....	9	6	15
8-14		....	6	2	8
1-7		....	7	0	7
N	=	....	123	99	222
Mean	=	....	50.55	52.36	51.36
SE_M	=	....	2.31	1.95	1.55
SD	=	....	25.59	19.37	23.04
SE_{SD}	=	....	1.64	1.38	1.10

TABLE 6 : Distribution of Cloze Test Scores for the Entire Sample (of Boys, Girls and Combined) for Class-groups – VIII, IX and X

Scores			Boys	Girls	Total
92-98		....	1	0	1
85-91		....	9	7	16
78-84		....	41	26	67
71-77		....	62	24	86
64-70		....	36	31	67
57-63		....	24	25	49
50-56		....	11	34	45
43-49		....	23	27	50
36-42		....	23	24	47
29-35		....	16	32	48
22-28		....	25	29	54
15-21		....	23	19	42
8-14		....	23	24	47
1-7		....	54	43	97
N	=	....	371	345	716
Mean	=	....	46.38	42.27	44.40
SE_M	=	....	1.46	1.36	1.00
Median	=	....	48.61	43.33	45.76
SE Med.	=	....	1.83	1.70	1.26
SD	=	....	28.19	25.18	26.87
SE_{SD}	=	....	1.04	0.96	0.71
Q	=	....	26.94	21.14	24.60
Q_1	=	....	19.11	22.06	20.00
Q_3	=	....	72.98	64.34	69.19

TABLE 7 : Distribution of Test Scores for Boys and Girls of Class VIII (Multiple-choice Test)

Scores			Boys	Girls	Total
19-20		....	42	19	61
17-18		....	18	19	37
15-16		....	10	17	27
13-14		....	6	10	16
11-12		....	12	19	31
9-10		....	8	14	22
7-8		....	17	14	31
5-6		....	2	14	16
3-4		....	6	2	8
1-2		....	3	1	4
N	=	....	124	129	253
Mean	=	....	14.10	12.74	13.41
SE_M	=	....	0.49	0.43	0.33
SD	=	....	5.49	4.84	5.22
SE_{SD}	=	....	0.35	0.30	0.23

TABLE 8 : Distribution of Test Scores for Boys and Girls of Class IX (Multiple-choice Test)

Scores			Boys	Girls	Total
19-20		....	52	24	76
17-18		....	24	39	63
15-16		....	15	14	29
13-14		....	7	19	26
11-12		....	7	8	15
9-10		....	7	7	14
7-8		....	7	3	10
5-6		....	4	2	6
3-4		....	1	1	2
1-2		....	0	0.	0
N	=	....	124	117	241
Mean	=	....	16.02	15.55	15.79
SE_M	=	....	0.39	0.33	0.26
SD	=	....	4.29	3.62	3.98
SE_{SD}	=	....	0.27	0.24	0.18

TABLE 9 : Distribution of Test Scores for Boys and Girls of Class X (Multiple-choice Test)

Scores			Boys	Girls	Total
19-20		....	44	30	74
17-18		....	26	33	59
15-16		....	24	22	46
13-14		....	9	7	16
11-12		....	6	5	11
9-10		....	5	2	7
7-8		....	7	0	7
5-6		....	2	0	2
3-4		....	0	0	0
1-2		....	0	0	0
N	=	....	123	99	222
Mean	=	....	16.15	16.91	16.49
SE_M	=	....	0.34	0.25	0.22
SD	=	....	3.74	2.45	3.25
SE_{SD}	=	....	0.24	0.17	0.15

TABLE 10 : Distribution of Multiple-choice Test Scores for the Entire Sample (of Boys, Girls and Combined) for Class Groups VIII, IX and X

Scores	Boys	Girls	Total
19-20	138	73	211
17-18	68	91	159
15-16	49	53	102
13-14	22	36	58
11-12	25	32	57
9-10	20	23	43
7-8	31	17	48
5-6	8	16	24
3-4	7	3	10
1-2	3	1	4
N =	371	345	716
Mean =	15.42	14.89	15.16
SE_M =	0.24	0.23	0.17
Median =	17.30	15.84	17.08
SE Med. =	0.30	0.29	0.21
SD =	4.66	4.24	4.47
SE_{SD} =	0.17	0.16	0.12
Q =	3.69	3.02	3.64
Q_1 =	11.95	11.82	11.88
Q_3 =	19.33	17.85	19.15

The preceding Tables 3 to 10 present the distribution of Test Scores for boys and girls for classes VIII, IX and X as well as the combined scores for the entire sample for Cloze and Multiple-choice Tests.

The Significance of Sex-differences

The relevance of sex as a variable in test score was examined. For this CRs were calculated for boys and girls of classes VIII, IX and X for Cloze and Multiple-choice Test Scores.

The results are reported in Table 11.

TABLE 11 : The Significance of Sex Differences of VIII, IX and X Class Boys and Girls for Cloze and Multiple-choice Test Scores

	VIII	IX	X
Cloze Test Scores	CR = 2.00 Significant at 5% and not significant at 1% level.	1.36 NS at 5% and NS at 1% level.	0.60 NS at 5% and NS at 1% level.
Multiple-choice Test Scores	CR = 2.09 Significant at 5% and not significant at 1% level.	0.92 NS at 5% and NS at 1% level.	1.81 NS at 5% and NS at 1% level.

Table 11 presents the values of Critical Ratios for Cloze and Multiple-choice Test

Scores of Boys and Girls for Classes VIII, IX and X.

At the VIII class, the differences between the scores of Boys and Girls for Cloze as well as Multiple-choice Test Scores are significant at 5% level. These are, however, not significant at 1% level.

Further for IX and X classes, no significant differences have been observed.

Graphical Presentation of the Test Scores

Figures 1 to 3 present the frequency distribution of Cloze Test Scores of boys and girls for classes VIII, IX and X.

Figures 4 to 6 present the frequency distribution of Multiple-choice Test Scores of boys and girls for Classes VIII, IX and X.

FIG.1

Frequency Distribution of Cloze Test Scores of the Students of VIII Standard

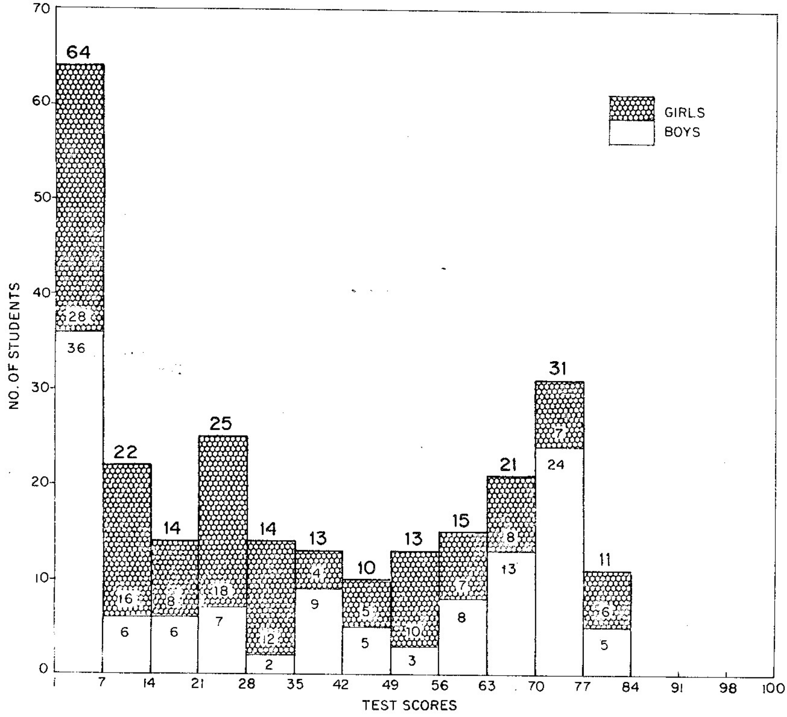


FIG. 2

Frequency Distribution of Cloze Test Scores of the Students of IX Standard

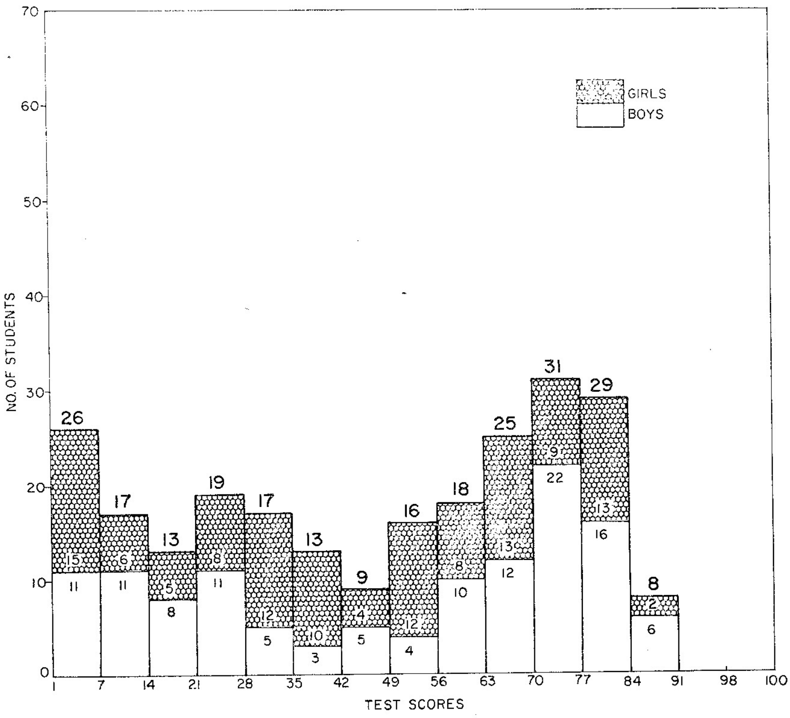


FIG. 5

Frequency Distribution of Multiple Choice Test Scores of the Students of IX Standard

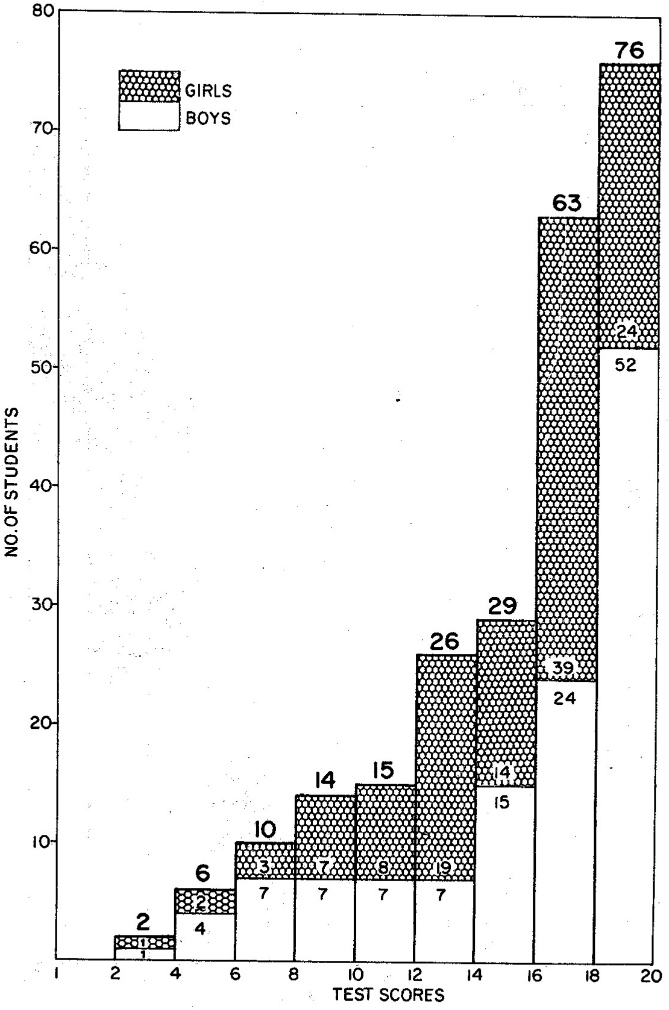
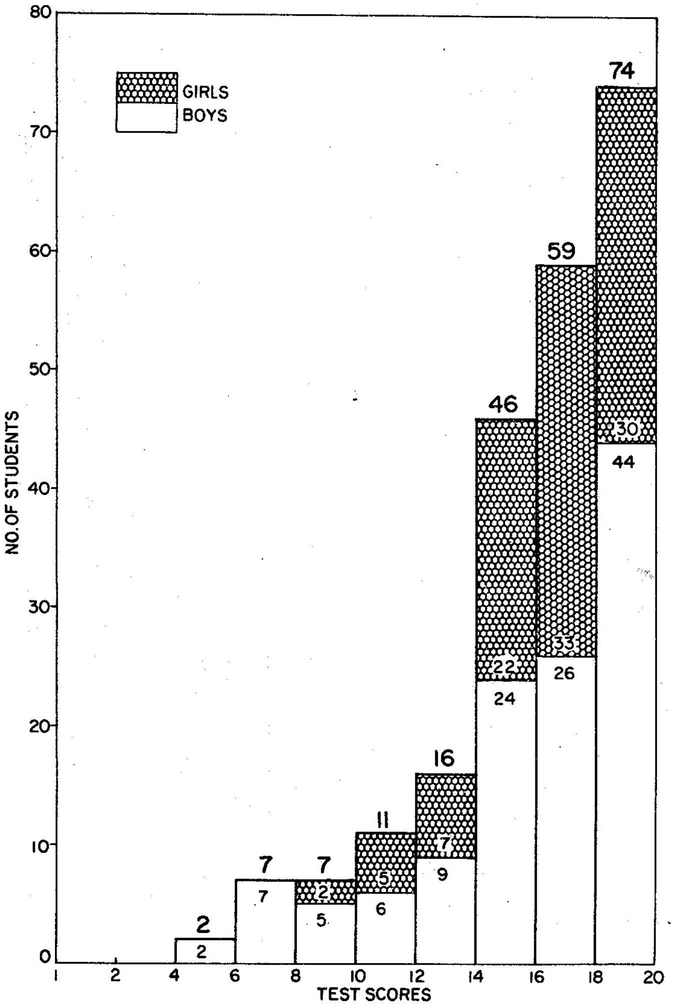


FIG. 6

Frequency Distribution of Multiple Choice Test Scores of the Students of X Standard



CHAPTER - 4

ITEM ANALYSIS OF THE MULTIPLE-CHOICE TESTS

The effectiveness of a test depends on the characteristics of the items which compose it. In both its reliability and validity, a test score is the resultant of the validity, reliability and inter-correlation of the component items.

Macintosh and Morrison (1969, p.62) suggest that three statistics are required if we are to consider in a meaningful way the acceptability of items and the appropriateness of the test as a whole for the purpose for which it was designed. These are:

1) The item discrimination,
2) The item difficulty and
3) The test reliability.

The first two aspects which are concerned with obtaining objective information for each and every item could be studied by item analysis. The third aspect pertaining to the test reliability could be studied by the application of Kuder and Richardson formula. These are dealt with in the following pages.

1. Item Validity

It is important to concentrate on each item from the point of view of its validity because the validity of the total test is just a process of simple addition. Unless each item of a test discriminates effectively between good and the poor students, the whole test can in no case do the job expected of it.

A number of methods for calculating the item-validity have been evolved by research workers. Long, Sandiford, Guilford, Lindquist, Cooks, Zublin, Vernon and others have given an account of various methods, which have also been critically examined and applied by research workers in the field of Measurement and Evaluation.

Micheels and Karnes (1950) are of the opinion, "However, more precise methods will add to the effectiveness of the item analysis, and individual test workers should strive to understand and adopt such methods in improving their examinations". Similarly, Long and Associates (1935) suggest, "The better techniques differ so little in effectiveness that ease of computation may usually be accepted as a legitimate consideration".

In the light of these remarks, one can safely rely upon those techniques which have proved to be dependable and at the same time very easy to deal with. One such technique has been developed by Symonds (1934). He writes "To determine the validity the writer has employed the following procedure, which is a rough-and-ready method". It was, therefore, decided to apply Symonds method for determining the item-validity of both the tests.

Symonds Method

Symonds method is based on upper and lower groups. The idea underlying all the upper and lower techniques is that the good item is one on which the good pupils do well, and the poor pupils do poorly.

Steps Involved

In practice the following steps were involved:

1) The tests were administered on a sample

of 100 students (of classes VIII, IX and X) drawn from one school. The papers were scored.

2) The answer-sheets were arranged in order according to the size of the score. It resulted in a pile of sheets with the paper having the largest score (upto a maximum of 20) on the top and the one with the smallest (upto a minimum of 1) on the bottom.

3) The first 20 papers were taken from the top which represented the best ones - Group 'A'.

4) The last 20 papers were taken from the bottom which represented the poorest ones - Group 'B'.

5) The correct responses of each item were tabulated and totalled separately for Group 'A' and Group 'B'.

6) The difference between the two totals of correct responses (Group A - Group B = ?) represented the degree of validity of each item.

The following hypothetical examples make the process clear:

TABLE 12 : Examples on the Measure of the Goodness of the Item by Symonds Method

Item No.	Correct responses of		Difference a-b
	20 best examinees 'a'	20 poorest examinees 'b'	
1	19	7	12
2	14	8	6
3	10	10	0
4	6	9	-3
5	4	2	2

The above given are five examples on the measure of the goodness of the item by the application of Symonds method. Item No.1 is a good item. Item No.2 is an average item. Item No.3 is a neutral item - so much dead wood, as it fails to differentiate between the good and poor pupils. Item No.4 is positively bad, in as much as more of the poor pupils than the good pupils answser it correctly. Item No.5 differentiates between the good and poor pupils in the positive direction.

The degree of validity of each item obtained by the Symonds method was represented on a five-point [illegible] follows:

TABLE 13 : The Degree of Validity Represented on a 5-point Scale by Symonds Method

Difference between the correct responses of 20 best examinees and that of 20 poorest examinees	Validity remarks
-20 to 0	Invalid
1 to 3	Slight
4 to 8	Medium
9 to 19	High
20	Highest

Items showing a marked positive difference between the correct responses of the two groups are considered valid, whereas those with the negative or zero values are rejected considering that they are invalid. They may, however, be revised or eliminated.

2. Item Difficulty

The two characteristics usually determined for a test item are validity and difficulty. These two aspects of an item are nearly independent of each other. After having determined the one aspect, the other is to determine the level of difficulty of each item. Bradfield and Moredock (1957) write, "Degree of discrimination may be taken as an index of item difficulty. An item which 90 per cent of a group answered correctly would be considered an easy item. One which only 10 per cent answered would be termed very difficult. An item that half of the class answered correctly and half answered incorrectly is said to have 50 per cent difficulty". The level of difficulty is indicated by a numerical term. Tate (1967) suggests, "The most useful way of estimating the difficulty of an item is in terms of proportion of examinees who respond correctly - the smaller the proportion the more difficult the item". Garrett (1971) remarks, "The number right or the proportion of the group which can solve an item correctly, is the 'Standard' method for determining difficulty in objective examinations".

Steps Involved

In this method, the first five steps (1 to 5 were common to those of item validity by Symonds method. Further, difficulty value for each item was obtained by applying the following formula :

$$\text{Item Difficulty} = \frac{5}{2}\,(a + b)$$

The following hypothetical examples make the process clear.

TABLE 14 : Examples Representing the Process of Determining the item Difficulty

Item No.	Correct responses of 20 per cent groups 'a'	'b'	Item difficulty
1	20	16	90
2	19	8	67.5
3	13	5	45
4	4	2	15

The above mentioned four examples with their difficulty values 90, 67.5, 45 and 15 are in a graded order from the easiest to the hardest.

Item Analysis Data

Item analysis data constituting the Symonds Index of Validity and the Index of Item Difficulty for Multiple-choice Tests are given in Tables 15 and 16.

TABLE 15 : Item Analysis Data Pertaining to Multiple-choice Test 1

Item No.	Correct responses of 20 best 'a'	Correct responses of 20 poorest 'b'	Validity index a-b	Validity remark	Difficulty value
1	9	1	8	Medium	25
2	19	10	9	High	72.5
3	18	6	12	High	60
4	19	13	6	Medium	80
5	20	15	5	Medium	87.5
6	20	7	13	High	67.5
7	20	13	7	Medium	82.5
8	20	17	3	Slight	92.5
9	19	8	11	High	67.5
10	20	14	6	Medium	85

TABLE 16 : Item Analysis Data Pertaining to Multiple-choice Test 2

Item No.	Correct responses of 20 best 'a'	Correct responses of 20 poorest 'b'	Validity index a-b	Validity remark	Difficulty value
1	20	7	13	High	67.5
2	15	11	4	Medium	75
3	18	6	12	High	60
4	19	8	11	High	67.5
5	20	9	11	High	72.5
6	20	2	18	High	55
7	19	8	11	High	67.5
8	20	10	10	High	75
9	20	2	18	High	55
10	18	13	5	Medium	77.5

The preceding Tables 15 and 16 present the complete item analysis data pertaining to both the Multiple-choice tests.

Examination of Item Analysis Data

After having completed the item analysis, the next step is to review the same by taking into account (a) the classification of items into different categories according to their degree of validity, (b) the average validity and average difficulty.

(a) Classification of Items According to Their Degree of Validity:

The items contained in both the tests were classified into different categories according to their degree of validity as shown in Table 13.

The results thus obtained are presented in Table 17.

TABLE 17 : Classification of Items According to Their Degree of Validity by Symonds Method

Test		Number of items in each category				Total
		Invalid	Slight	Medium	High	
1	....	0	1	5	4	10
2	....	0	0	2	8	10
Total	....	0	1	7	12	20

Table 17 shows that the number of items in Test 1 with high, medium and slight validity are 4, 5 and 1, respectively. The corresponding figures for Test 2 are 8, 2 and 0 respectively. It is also observed that no item has been found to be invalid in both the tests.

(b) The Average Validity:

The average validity of both the tests was calculated with respect to Symonds index. The process of calculation was to divide the total of validities by the total number of items in each test. The results are reported in Table 18.

TABLE 18 : Average Validity of the Tests by Symonds Method

Test		Total number of items 'N'	Total of validities 'V'	Validity of the Test V/N
1	....	10	80	8.0
2	....	10	113	11.3
Total	....	20	193	9.65

The average validity of both the tests has been found to be 8.0 and 11.3 respectively. The overall average (by taking into account both the tests together) has been found to be 9.65. All these indices are fairly high.

(c) The Average Difficulty:

The average difficulty value of both the tests is presented in Table 19.

TABLE 19 : Average Difficulty of the Tests

Test	Total number of items 'N'	Total of difficulty values 'D'	Difficulty value of the test D/N
1	10	720.0	72.0
2	10	672.5	67.25
Total	20	1392.5	69.625

Average difficulty of both the tests has been found to be 72.00 and 67.25 respectively which shows that both the tests are easy and of comparable difficulty. The overall difficulty of both the tests together has been found to be 69.625.

The next step is to study the reliability of the tests.

The Reliability of the Multiple-choice Tests

The reliability of both the Multiple-choice Tests was studied by the application of the following Kuder and Richardson formula (Macintosh and Morrison, 1969):

$$r = \frac{k}{(k-1)} \left[1 - \frac{2n\,\Sigma(a+b) - \Sigma(a+b)^2}{0.667[\Sigma(a-b)]^2} \right]$$

Where: 'k' is the number of items in the test.

'n' is the number of examinees in the best/poorest groups.

(a + b) is the sum of correct responses of each item of best and poorest examinees.

(a - b) is the difference of correct responses of each item of best and poorest examinees.

The reliability co-efficient was computed by substituting the following values in the Kuder and Richardson formula :

$$k = 20,\ n = 20,\quad \Sigma(a+b) = 553$$

$$\Sigma(a+b)^2 = 15957,\quad \Sigma(a-b) = 193$$

The result thus obtained is reported in Table 20.

TABLE 20 : Reliability of the Multiple-choice Items Tests by the Application of Kuder and Richardson Formula

Tests		Reliability co-efficient
1 and 2	....	r = .7915

The reliability co-efficient of both

the Multiple-choice items tests taken together was found to be .7915 which is fairly high.

On the basis of the results reported in Tables 15 to 20 which relate to the item discrimination, the item difficulty and the test reliability, it is fairly and firmly established that both the tests prepared on the pattern of Multiple-choice items are valid and reliable.

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CHAPTER - V

RELIABILITY, VALIDITY AND HOMOGENEITY OF CLOZE AND MULTIPLE-CHOICE TESTS

The Reliability of the Test

The reliability of the Cloze Test and Multiple-choice Test has been studied by a method which concerns the stability of the measure in terms of time. This is known as the Test Retest Method.

To apply the test retest method, 93 students (of classes VIII, IX and X) of one English Medium School were retested after an interval of four months. The two sets of scores in the two trials were then correlated and reliability co-efficient thus obtained is reported in Table 21.

TABLE 21 : Reliability Indices of the Tests - Co-efficients of Correlation Between Test-Retest Scores (N=93)

Cloze Test Scores	:	r = 0.96 ± .01
Multiple-choice Test Scores	:	r = 0.85 ± .03

The reliability co-efficients for the Cloze Test and Multiple-choice Test Scores were found to be .96 and .85 respectively which are quite high.

Means and SDs of the Test Retest Scores

The Means and SDs of test retest scores for Cloze and Multiple-choice Test scores are reported in Table 22.

TABLE 22 : Means and SDs of the Test-Retest Scores (N=93)

	Mean	SE_M	SD	SE_{SD}
First Testing				
Cloze Test Scores	31.92	1.95	18.80	1.38
Multiple-choice Test Scores	14.53	0.36	3.50	0.26
Second Testing				
Cloze Test Scores	37.72	2.01	19.37	1.43
Multiple-choice Test Scores	15.61	0.30	2.94	0.22

It is observed that there is slight increase in the Mean Test Scores of Cloze and Multiple-choice test scores. This may be attributed to the practice effect.

Reliability of the Test Scores

The following aspects connected with reliability of test scores have been studied :

a) The index of reliability,

b) The standard error of measurement, and

c) The probable error of the obtained scores.

a) The Index of Reliability

An individual's true score on a test is the mean of a very large number of distribution made of the same person on the test administered under standard conditions. The correlation between a set of obtained scores and their corresponding true scores is obtained by the following formula (Garrett, 1961) :

$$r_{1\infty} = \sqrt{r_{11}}$$

Where, $r_{1\infty}$ is the correlation of obtained and true scores and r_{11} is the reliability co-efficient.

The co-efficient $r_{1\infty}$ is known as the index of reliability. The index of reliability has no practical advantage over the reliability co-efficient. It is useful mainly as a means of showing how r_{11} (reliability co-efficient of the test) is a measure of true variance.

The index of reliability of the scores obtained in the present test is given in Table 23.

TABLE 23 : The Index of Reliability of the Test Scores

Cloze Test Scores = $r_{1\infty} = \sqrt{0.96} = .98$

Multiple-choice Test Scores = $r_{1\infty} = \sqrt{0.85} = .92$

The index of reliability for Cloze Test and Multiple-choice Test Scores has been found to be .98 and .92 respectively. It determines the dependability of test-scores by showing how well obtained scores agree with theoretical true values. The index of reliability gives the maximum correlation which the given test is capable of yielding in its present form.

b) The Standard Error of Measurement

The standard error of measurement is also often called the Standard Error of Obtained Score. It is rather direct indicator of the probable extent of error in any score in the set to which it applies.

The standard error of measurement is dependent upon the standard deviation of the obtained scores and upon the co-efficient of reliability of the test from which the distribution of scores was obtained. Obviously, the higher the test reliability co-efficient, and therefore the greater the dependability of the predictive value of the instrument (Manuel, 1965).

The formula for obtaining the standard error of measurement is as follows :

$$\text{Standard Error of Measurement} = SE_{(Meas.)}$$

$$\sqrt{1-r_{11} \text{ times the SD of the scores}}$$

Where, r_{11} is the reliability of the test

Here, r_{11} (for Cloze Test) = .96
(Ref. Table 21)

r_{11} (for Multiple-choice Test) = .85
(Ref. Table 21)

SD for the distribution of Test Scores

		Cloze Test (Ref. Table 6)	**Multiple-choice Test** (Ref. Table 10)
Boys	=	28.19	4.66
Girls	=	25.18	4.24
Combined	=	26.87	4.47

The standard error of measurement is reported in Table 24.

TABLE 24 : The Standard Error of Measurement

		Boys	Girls	Combined
Cloze Test				
$SE_{(Meas.)}$	...	1.06	1.00	1.04
Multiple-choice Test				
$SE_{(Meas.)}$	...	0.84	0.80	0.82

The findings of Table 24 reveal the probable extent of error in the obtained score. The small error of measurement indicates the greater predictive value of the present test. Freeman (1962) writes, "An estimate of a test's dependability, the reliability co-efficient and the standard error of measurement supplement each other. Since the size of the later depends in part upon the former, the co-efficient must always be found; it is regarded as an essential index of an instrument's value". Therefore, the standard error of measurement has been reported.

c) The Probable Error of the Obtained Scores

Goodenough (1960) defines probable error as "An estimate of the variability of a universe based on a sample of that universe. Its value is .6745 that of the Standard Error".

The concept of probable error enables to show the effect of variable or chance errors in producing divergencies of obtained test-scores from their corresponding true scores. A smaller probable error of measurement indicates a higher degree of reliability of the measuring instrument.

TABLE 25 : Probable Error of the Obtained Scores

PE		Boys	Girls	Combined
Cloze Test	...	0.71	0.67	0.70
Multiple-choice Test	...	0.57	0.54	0.55

Table 25 shows that 50 per cent of the obtained test scores will fall theoretically within these points of his or her corresponding true test scores.

The smaller probable error of the obtained score proves a high degree of reliability of the present tests.

Validity

The Cloze test has inbuilt validity.

The internal consistency of the Multiple-choice Test items was established on the basis of thorough item analysis. All the 20 items were found to be of fairly high degree of validity and were, therefore, retained in the final form of the test.

The next step was to study the empirical validity based on the statistical correlation of the test with a suitable criterion. Empirical validation involves the comparison of the two sets of data on the same subjects. The co-efficient of correlation between them gives the validity co-efficient. The validity co-efficient was determined with school examination marks.

To apply this method, terminal examination marks in English for 138 students (90 boys and 48 Girls) of Classes VIII, IX and X were obtained from one English Medium School. The school examination marks were converted into percentages and then correlated with Cloze and Multiple-choice Test Scores. The Validity Co-efficient thus obtained is given in Table 26.

TABLE 26 : Validity Indices of the Tests – Co-efficients of Correlation Between Tests Scores and Percentage School Examination Marks in English (N = 138)

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r between Test Scores (Based on the Cloze Procedure) and School Examination Marks : 0.59 ± 0.06

r between Test Scores (Based on the Multiple-choice Tests) and School Examination Marks : 0.46 ± 0.07

The validity co-efficients for the Cloze Test and Multiple-choice Test found to be .59

and .46 respectively are fairly high for the purpose at hand.

The Means and SDs of the Test Scores (Cloze and Multiple-choice) and percentage of School Examination Marks have been reported in Table 27.

TABLE 27 : Means and SDs of the Test Scores and Percentage of School Examination Marks in English (N = 138)

		Mean	SE_M	SD	SE_{SD}
Cloze Test Score	...	72.72	0.77	9.05	0.55
Multiple-choice Test Scores	...	18.76	0.10	1.21	0.07
Percentage of School Examination Marks in English	...	58.63	1.16	13.65	0.82

Homogeneity

The criterion of internal consistency provides an index of homogeneity. Anastasi (1959) writes, "Homogeneity is, of course, a desirable test characteristic, since it reduces ambiguity of scores. In so far as it measures homogeneity, any index of internal consistency is therefore relevant to the evaluation of a test".

To examine the homogeneity of Cloze and

Multiple-choice Tests, the entire sample of 716 students tested for final administration was taken into account.

In Cloze as well as in Multiple-choice items tests, there were two tests each. That is, Cloze Test-1 and Cloze Test-2. In each there were 50 items.

Similarly, there were two Multiple-choice Tests, viz., Test-1 and Test-2 with 10 items in each.

The co-efficient of correlation between Test-1 and Test-2 for Cloze as well as Multiple-choice items were calculated. Side by side with these, the Means and SDs were also computed. These are reported in Tables 28 and 29.

TABLE 28 : Index of Homogeneity

		'r' between Test-1 and Test-2
Cloze Test	...	.92 ± .01 (N = 716)
Multiple-choice Test	...	.72 ± .02 (N = 716)

TABLE 29 : Means and SDs of the Sub-Tests Cloze and Multiple-choice Tests (N=716)

		Mean	SE_M	SD	SE_{SD}
Cloze Test-1	...	21.11	0.51	13.55	0.36
Cloze Test-2	...	23.57	0.51	13.74	0.36
Multiple-choice Test-1	...	7.75	0.08	2.22	0.06
Multiple-choice Test-2	...	7.61	0.11	2.89	0.08

The data contained in Tables 28 and 29 reveal that there is high degree of homogeneity between the sub-tests 1 and 2 in Cloze as well as Multiple-choice Tests.

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CHAPTER - VI

NORMS - INTERPRETATION OF TEST SCORES

Norms

The standardized test material administered in standardized manner on a representative sample needs to be interpreted. The raw score obtained by an individual on a test does not in itself have much significance unless tables of norms have been provided to facilitate interpretation. A qualitative or quantitative standard of reference assumed to be typical of a given population and therefore used as a base with which individuals or groups may be compared, has to be prepared. Once the frequency distribution is available together with a measure of dispersion and central tendency, the question arises of interpreting scores on a test.

In the case of a reading comprehension test like the present one, norms are generally provided in the form of percentile ranks.

Percentile Ranks

An individual's percentile rank on a test designates the percentage of cases or scores lying below it. For example, the 25th percentile denotes the score below which 25 per cent of the scores fall. Thus the person obtaining a rank of 25 is considered as surpassing 25 per cent of the group taking the same test. In other words, percentile rank indicates the percentage position of a particular score in a distribution.

Percentile ranks were computed for each score for class groups (VIII through X) separately for boys and girls for Cloze as well as Multiple-choice test scores.

An individual's test score can readily be converted into its corresponding percentile rank with reference to the class-group. For this purpose, the relevant table and its relevant column need to be referred to.

Tables of Percentile Ranks

Table 30 presents the percentile ranks of Cloze test scores of class groups VIII, IX and X for boys.

Table 31 presents the percentile ranks of Cloze test scores of class groups VIII, IX and X for girls.

Table 32 presents the percentile ranks of Cloze test scores of class groups VIII, IX and X for the combined sample of boys and girls.

The corresponding Tables 33 to 35 are meant for converting the Multiple-choice Test Scores into percentile ranks with reference to class groups (VIII, IX and X) of boys, girls and the combined sample of boys and girls.

TABLE 30 : Conversion of Cloze Test Scores into Percentile Ranks with reference to Class-groups of Boys

Test Scores		Class-groups		
		VIII	IX	X
100	...	99.19	99.19	99.19
99	...	99.19	99.19	99.19
98	...	99.19	99.19	99.19
97	...	99.19	99.19	99.19
96	...	99.19	99.19	99.19
95	...	99.19	99.19	99.19
94	...	99.19	99.19	99.19
93	...	99.19	99.19	99.19

Test Scores		Class-groups		
		VIII	IX	X
92	...	99.19	99.19	99.19
91	...	99.19	99.19	99.19
90	...	99.19	99.19	99.19
89	...	99.19	99.19	98
88	...	99.19	99.19	98
87	...	99.19	98	98
86	...	99.19	96	98
85	...	99.19	95	97
84	...	99.19	94	95
83	...	99.19	94	94
82	...	99.19	90	91
81	...	98	90	90
80	...	98	86	88
79	...	96	84	85
78	...	96	82	80
77	...	93	77	78
76	...	90	77	76
75	...	86	75	76
74	...	81	72	76
73	...	81	70	72
72	...	79	69	69
71	...	77	65	67
70	...	74	65	67

Test Scores	Class-groups		
	VIII	IX	X
69 ...	73	64	63
68 ...	71	63	63
67 ...	70	61	62
66 ...	70	58	59
65 ...	69	56	59
64 ...	66	55	59
63 ...	64	51	58
62 ...	64	51	58
61 ...	62	50	58
60 ...	60	48	57
59 ...	60	48	54
58 ...	60	47	54
57 ...	60	47	54
56 ...	59	45	54
55 ...	58	44	53
54 ...	58	44	53
53 ...	58	44	51
52 ...	58	44	51
51 ...	58	44	51
50 ...	57	44	50
49 ...	57	43	50
48 ...	56	43	50
47 ...	56	42	49

Test Scores		Class-groups	
	VIII	IX	X
46 ...	56	42	48
45 ...	54	40	47
44 ...	53	40	44
43 ...	53	40	40
42 ...	53	38	37
41 ...	52	37	36
40 ...	52	37	34
39 ...	51	37	33
38 ...	49	37	33
37 ...	47	37	33
36 ...	46	37	31
35 ...	46	37	31
34 ...	46	36	30
33 ...	46	36	28
32 ...	46	35	27
31 ...	45	35	26
30 ...	45	35	24
29 ...	44	33	24
28 ...	44	33	22
27 ...	44	31	21
26 ...	44	30	20
25 ...	42	27	19
24 ...	42	27	18

Test Scores		Class-groups		
		VIII	IX	X
23	...	41	27	18
22	...	39	24	18
21	...	37	24	16
20	...	37	23	15
19	...	37	22	13
18	...	36	20	13
17	...	35	20	11
16	...	35	20	11
15	...	34	18	11
14	...	32	18	11
13	...	32	17	9
12	...	31	15	8
11	...	31	14	7
10	...	30	12	7
9	...	30	10	6
8	...	29	9	6
7	...	27	7	6
6	...	25	6	5
5	...	24	5	5
4	...	22	5	3
3	...	20	4	3
2	...	14	2	2
1	...	14	2	2

TABLE 31 : Conversion of Cloze Test Scores into Percentile Ranks with reference to Class-groups of Girls

Test Scores		Class-groups		
		VIII	IX	X
100	...	99.22	99.15	97.98
99	...	99.22	99.15	97.98
98	...	99.22	99.15	97.98
97	...	99.22	99.15	97.98
96	...	99.22	99.15	97.98
95	...	99.22	99.15	97.98
94	...	99.22	99.15	97.98
93	...	99.22	99.15	97.98
92	...	99.22	99.15	97.98
91	...	99.22	99.15	97.98
90	...	99.22	99.15	97.98
89	...	99.22	99.15	97.98
88	...	99.22	99.15	96
87	...	99.22	99.15	95
86	...	99.22	99.15	95
85	...	99.22	98	95
84	...	99.22	98	95
83	...	98	98	94
82	...	98	96	92
81	...	98	93	90
80	...	98	90	90
79	...	98	88	90

Test Scores	Class-groups		
	VIII	IX	X
78	95	87	88
77	94	85	85
76	94	85	84
75	94	83	83
74	93	82	82
73	91	80	82
72	91	80	81
71	90	79	80
70	89	79	77
69	88	76	77
68	88	73	77
67	86	71	76
66	85	70	74
65	85	68	72
64	84	68	70
63	82	66	68
62	82	65	67
61	81	65	66
60	81	64	64
59	81	64	62
58	79	63	61
57	78	61	60
56	77	59	58

Test Scores	Class-groups		
	VIII	IX	X
55	75	58	56
54	75	56	54
53	75	54	51
52	74	53	49
51	73	53	48
50	71	50	47
49	70	49	47
48	70	49	44
47	70	49	41
46	69	49	38
45	68	48	37
44	67	47	32
43	67	47	29
42	67	46	28
41	66	44	24
40	66	43	23
39	64	42	22
38	64	41	22
37	64	38	21
36	64	38	19
35	59	35	17
34	59	33	16
33	58	33	15

Test Scores	Class-groups		
	VIII	IX	X
32 ...	57	33	14
31 ...	56	31	13
30 ...	55	29	12
29 ...	54	28	11
28 ...	53	27	11
27 ...	51	26	10
26 ...	49	25	9
25 ...	47	23	9
24 ...	44	23	9
23 ...	43	22	9
22 ...	40	21	8
21 ...	40	21	7
20 ...	38	21	5
19 ...	38	21	5
18 ...	38	20	4
17 ...	36	20	3
16 ...	35	19	3
15 ...	34	17	2
14 ...	32	15	2
13 ...	29	15	2
12 ...	28	14	1
11 ...	26	14	1
10 ...	26	14	1

Test Scores		Class-groups		
		VIII	IX	X
9	...	24	13	1
8	...	22	12	1
7	...	18	11	1
6	...	18	8	1
5	...	15	8	1
4	...	13	6	1
3	...	7	5	1
2	...	2	3	1
1	...	2	3	1

TABLE 32 : Conversion of Cloze Test Scores into Percentile Ranks with reference to Class-groups of the Combined Sample of Boys and Girls

Test Scores		Class-groups		
		VIII	IX	X
100	...	99.60	99.59	99.55
99	...	99.60	99.59	99.55
98	...	99.60	99.59	99.55
97	...	99.60	99.59	99.55
96	...	99.60	99.59	99.55
95	...	99.60	99.59	99.55
94	...	99.60	99.59	99.55
93	...	99.60	99.59	99.55

Test Scores	Class-groups		
	VIII	IX	X
92	99.60	99.59	99.55
91	99.60	99.59	99.55
90	99.60	99.59	99.55
89	99.60	99.59	99
88	99.60	99.59	98
87	99.60	99	97
86	99.60	98	96
85	99.60	97	96
84	99.60	96	95
83	99	96	94
82	99	93	91
81	98	92	90
80	98	88	89
79	97	86	87
78	96	85	84
77	93	81	81
76	92	81	80
75	90	79	79
74	87	77	78
73	86	75	77
72	85	74	74
71	83	72	73
70	82	71	71

Test Scores		Class-groups		
		VIII	IX	X
69	...	81	70	69
68	...	79	68	69
67	...	78	66	68
66	...	78	64	66
65	...	77	62	65
64	...	75	61	64
63	...	73	58	62
62	...	73	58	62
61	...	72	57	61
60	...	71	56	60
59	...	71	56	58
58	...	70	55	57
57	...	69	54	56
56	...	68	52	55
55	...	67	51	54
54	...	67	50	53
53	...	67	49	51
52	...	66	49	50
51	...	66	48	50
50	...	64	47	49
49	...	64	46	49
48	...	63	46	47
47	...	63	45	46

Test Scores		Class-groups		
		VIII	IX	X
46	...	63	45	44
45	...	61	44	43
44	...	60	43	39
43	...	60	43	35
42	...	60	42	33
41	...	59	41	31
40	...	59	40	29
39	...	57	39	28
38	...	57	39	28
37	...	55	38	27
36	...	55	38	26
35	...	53	36	25
34	...	53	35	24
33	...	52	35	22
32	...	51	34	21
31	...	51	33	20
30	...	50	32	19
29	...	49	31	18
28	...	49	30	17
27	...	47	28	16
26	...	46	27	15
25	...	44	25	14
24	...	43	25	14

Test Scores		Class-groups		
		VIII	IX	X
23	...	42	24	14
22	...	40	23	14
21	...	38	23	12
20	...	38	22	10
19	...	38	21	9
18	...	37	20	9
17	...	36	20	8
16	...	35	20	8
15	...	34	17	7
14	...	32	17	7
13	...	31	16	6
12	...	30	15	5
11	...	28	14	4
10	...	28	13	4
9	...	27	11	3
8	...	25	10	3
7	...	22	9	3
6	...	21	7	3
5	...	19	6	3
4	...	17	5	2
3	...	13	5	2
2	...	8	2	1
1	...	8	2	1

TABLE 33 : Conversion of Multiple-choice Test Scores into Percentile Ranks with reference to Class-groups of Boys

Test Scores		Class-groups		
		VIII	IX	X
20	...	81	81	80
19	...	66	58	64
18	...	58	49	50
17	...	52	39	43
16	...	44	35	32
15	...	44	27	24
14	...	40	23	18
13	...	39	21	16
12	...	34	18	13
11	...	29	15	11
10	...	26	11	9
9	...	23	10	7
8	...	16	6	3
7	...	9	4	2
6	...	7	2	2
5	...	7	1	2
4	...	4	1	2
3	...	2	1	2
2	...	1	1	2
1	...	1	1	2

TABLE 34 : Conversion of Multiple-choice Test Scores into Percentile Ranks with reference to Class-groups of Girls

Test Scores		Class-groups		
		VIII	IX	X
20	...	92	87	90
19	...	85	79	70
18	...	79	56	52
17	...	71	46	36
16	...	64	38	27
15	...	57	34	14
14	...	53	26	9
13	...	50	18	7
12	...	45	14	3
11	...	35	11	2
10	...	33	6	2
9	...	28	5	2
8	...	19	4	2
7	...	13	3	2
6	...	6	1	2
5	...	2	1	2
4	...	2	1	2
3	...	1	1	2
2	...	1	1	2
1	...	1	1	2

TABLE 35 : Conversion of Multiple-choice Test Scores into Percentile Ranks with reference to Class-groups of the Combined Samples of Boys and Girls

Test Scores		Class-groups		
		VIII	IX	X
20	...	87	84	84
19	...	76	68	67
18	...	69	54	51
17	...	61	42	40
16	...	54	37	30
15	...	51	30	19
14	...	47	24	14
13	...	44	20	12
12	...	40	16	9
11	...	32	13	7
10	...	29	9	5
9	...	23	7	4
8	...	18	5	2
7	...	11	3	1
6	...	7	2	1
5	...	5	1	1
4	...	3	0.41	1
3	...	2	0.41	1
2	...	0.40	0.41	1
1	...	0.40	0.41	1

Calculation of Percentile Ranks and Their Interpretation

For any test score, percentile ranks can readily be obtained by referring to the relevant table.

For example, a boy of class IX whose score on the Cloze test is 80, his percentile rank will come out to be 86. Thus this student surpasses 86 per cent of the group taking the same test.

Separate tables of percentile ranks have been provided for boys, girls and for the combined group of students. These serve as ready reckoners.

Limitations of the Study

The tests (Cloze as well as Multiple-choice) have been standardized as a sample drawn from Mysore Schools. Only English Medium Schools have been taken into consideration. The tests are meant for the students of Classes VIII, IX and X only.

Suggestions for Further Researches

The following projects may be suggested for further researches :

1) Construction and Standardization of Reading Comprehension Test (based on

the Cloze procedure) for students of Classes V, VI and VII studying through English Medium Schools of Mysore.

2) Construction of Cloze Tests for students studying through Kannada Medium Schools - Classes V through X.

3) Standardization of Reading Comprehension Tests for college students - Pre-university through Graduation level.

- - - -

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2. If any particular blank is difficult for you, leave it for the time being and go further. You may come back to such difficult ones later.

3. Work as fast as you can. If you finish early, revise your answers. Also check that you have not left some blanks unanswered.

4. Write your answers correctly against each serial number.

5. Don't allow other students to copy your answers.

6. You will be given enough time to complete the test. The time allotment for each class has been shown below:

   8th Class **30** Minutes
   9th Class **25** Minutes
   10th Class **20** Minutes

   When the time is up, you will be informed and you should stop writing immediately. This has to be strictly followed by you.

7. Don't write anything on this Test Booklet. Answers are to be written on the Answer Sheet only. When you are asked to begin, you will continue reading further the same passage only. You will write your answers from Serial Number 3 and onwards. On your Answer Sheet, in the portion of TEST PROBLEMS, the space has been clearly marked by straight lines against each Serial Number. See it before-hand when your instructor shows it to you.

8. If you have any doubts, get them cleared right now only. Once the test begins, you are not allowed to ask anything.

WAIT TILL YOU ARE ASKED TO BEGIN

SILENT READING TEST-2

When Rana Sanga, the ruler of Mewar, died, there was no one to rule over Mewar. His son, Udai Singh was only six years of age. Vikramjit, the nearest relative of the prince, was chosen to rule over the country till Udai Singh should come of age. Udai Singh (1) always with his nurse, a woman named Panna. Panna (2) a son who was of the same age as (3) Singh. She loved Udai Singh as dearly as she (4) her own son.

Udai Singh was still a child (5) his mother fell ill and died leaving the baby (6). Before her death she called Panna, Udai Singh's Nurse (7), putting the baby into her arms, said, "Panna, I (8) my son in your charge. See that no harm (9) to Udai Singh, until he comes of age and (10) able to rule over Mewar". Panna, with her heart (11) of grief, said, "Trust me, gentle queen, to keep (12) safe, I would give up my life before any (13) comes to him".

Vikramjit was a bad ruler. He (14) wicked and cruel. Once he insulted the brave Rajput (15). So they rose against him and placed Banbir, the (16) of brave Prithvi Raj, on the throne of Mewar. (17) Banbir was not a good man. In his heart (18) wished to be the real king of Mewar. So (19) made a plan to kill Vikramjit and Udai Singh. (20) night the wicked Banbir murdered Vikramjit and ran into (21) palace to murder Udai Singh too. Panna was at (22) time sitting in her room. Suddenly one of the (23) servants rushed into the room with his eyes full (24) fear, and whispered, "The wicked Banbir has murdered Vikramjit. (25) he is now coming to this room to kill (26) little prince. We must hide the prince immediately". Panna (27) once formed a plan to save Udai Singh. She (28) up the little prince, hid him in a basket (29) covered him with leaves and fruits. Panna called a (30) servant and told him to take the basket outside (31) hide it among the bushes in the forest.

As (32) as the servant was gone, Panna dressed her own (33) in the clothes of Udai Singh and put him (34) the bed of the young prince. Just then Banbir (35) into the room with a sword in his hand. (36) asked in a loud voice where the little prince (37). With her heart full of grief Panna pointed to (38) bed. Thinking that the boy sleeping on the bed (39) Udai Singh, Banbir quickly killed him with his sword (40) went away. Panna's heart was very nearly broken. But (41) had no time to stay and weep over her (42) son. She at once left the palace and ran (43) the forest where the servant was waiting for her. (44) and the servant then took the prince to a (45) of safety. They travelled for many days and nights, (46) often went without food, before they came to the (47) of a great man called Assa Sah. Panna went (48) him and said, "Here is prince Udai Singh who (49) one day be the King of Mewar. Look after (50) well". Then, leaving the Prince in Assa Sah's charge, (51) returned to Chitore.

The brave nurse, Panna, sacrificed her (52) child to save the life of Udai Singh.

- - - -

THE CIIL TESTS
OF
SILENT READING
(Based on the Cloze Procedure)

ANSWER SHEET
TEST - 2

Please fill in the following columns:

Name: ______________________________

Boy/Girl: ____________________________

Class and Section: ______________________

Mother tongue: ________________________

Medium of instruction: ___________________

School: _____________________________

Today's date: ________________

Date of birth: _______________
(Leave it blank, if you do not know it exact)

- - - - - -

Practice Examples

1. was

2. _________ (The correct answer is **had.** Write yourself).

Please write your answer against each serial number.

TEST PROBLEMS

3. ____________________

4. ____________________

5. ____________________

6. ____________________

7. ____________________

8. ____________________

9. ____________________

10. ____________________

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45. ______________________

46. ______________________

47. ______________________

48. ______________________

49. ______________________

50. ______________________

51. ______________________

52. ______________________

- - - -

THE CIIL TESTS
OF
SILENT READING
(Based on the Multiple-choice Items)

TEST BOOKLET
TEST - 1

By

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Reader-cum-Research Officer
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'Reading Unit'

Central Institute of Indian Languages

General Instructions:

1. Do not open this booklet nor turn any page until you are told to do so.
2. Do not make any marks in this booklet.
3. Answers are to be written on the separate answer sheet provided.
4. Keep this booklet to your left and the answer sheet to your right.
5. Write your name and other details at the space provided on the answer sheet.

CENTRAL INSTITUTE OF INDIAN LANGUAGES
(Govt. of India - Ministry of Education & Culture)
Manasagangotri, Mysore 570 006
1982

Directions

Let us read the following directions together. You will read silently while your instructor reads to you loudly.

1. When you are asked to begin, you will turn the page and start reading the passage silently. Read with understanding so as to be able to answer the questions.
2. After you have finished reading you have to answer 10 multiple-choice questions.
3. While answering the questions, you will not be allowed to refer back to the passage again.
4. For each answer, there are five choices, that is, (a), (b), (c), (d), and (e). Whichever you underline, that will indicate your answer.
5. You have to mark only one answer for each question.
6. If for a particular question you have underlined more than one answer, you will not be given credit for that and it will be treated as wrong.
7. If by chance you make a mistake and want to change your answer, strike it out clearly and again underline your other answer.
8. As you finish the reading of the passage, close this booklet and keep it aside so that your instructor may pick it up. Thereafter, immediately you start marking your answers on the Answer Sheet only.
9. When you have marked all the ten answers, indicate this quietly by raising your hand.

10. Don't see anybody's answers and also don't allow others to copy from you.
11. If you have any doubts get them cleared right now only. Once the test begins you will not be allowed to ask anything.

Get ready and wait till you are instructed to start.

- - - -

SILENT READING TEST-1

Japan is one of the most beautiful countries in the world. It is called the land of the Rising Sun. There are high mountains which are always covered with snow. There are valleys full of beautiful flowers. There are beautiful lakes and streams that glitter like bright silver. Since Japan is always being shaken by earthquakes Japanese do not build houses of brick and stone. They build wooden houses. The inside of a house in Japan looks very bare to a stranger. There is little furniture in it. There are some soft, thick, rice-straw mats, some cushions to sit on and a very low table on which stands a flower-pot. Besides this, there may be a clock and sometimes a radio set too.

The people of Japan have their own customs and manners. No one goes into a house with shoes on. So dust from the streets does not get into the house. Rickshaws are very common in Japan. They are drawn by men. The Japanese are very fond of riding in them. The rickshaw-men can run fast for a long time without feeling tired.

The chief food of the Japanese is rice and fish. The Japanese do not eat their rice with vegetables as we do. They are very particular about not leaving a single grain of rice on the plate at the end of the meal. They are very fond of drinking tea. When visitors come they serve them with tea without milk or sugar in it. The Japanese are known all over the world for their good manners. Japanese children are very polite. They are taught to behave well at any early age. They do not laugh rudely at any one. They do not cry when they fall down or get hurt. This is not because they do not feel pain but because they have been taught to bear pain with a smiling face.

Japanese boys and girls love beautiful things. They are usually very beautifully dressed. They love flowers and take great pleasure in arranging beautiful flowers of different colours in a flower pot. The girls are fond of dolls. On the third of March which is called the 'Feast of Dolls' the girls enjoy a holiday. Even the poorest girl has a doll to play with. The boys too, have their holiday once a year. It is called the 'Feast of the Carp'. It falls early in May. On that day, every boy in Japan flies a kite made in the shape of the fish. The carp is very strong and brave fish. Every boy in Japan hopes to grow up to be brave and strong like a carp.

A very common amusement among Japanese children is painting sand pictures. They take a little white sand and spread it on the ground. Then they draw on it pretty pictures of flowers and birds.

New year's day is a great day in Japan. On this day Japanese visit their friends and take presents with them. At night the houses and streets are lighted with paper lanterns. The Japanese are a clever and hard working people. They never sit idle, but they make beautiful things of wood, paper, rubber, cotton and silk, which they send to the other countries of the world.

Above all, the Japanese are a very brave people. They love their country and will do anything to defend it.

- - - -

THE CIIL TESTS
OF
SILENT READING
(Based on the Multiple-choice Items)

ANSWER SHEET
TEST – 1

Please fill in the following columns:

Name: ______________________

Boy/Girl: ______________________

Class and Section: ______________________

Mother tongue: ______________________

Medium of instruction: ______________________

School: ______________________

Today's date: ______________________

Date of birth: ______________________
(Leave it blank, if you do not know it exact)

– – – – – –

TEST – 1

Answer the following questions. Underline the correct answer.

1. The most appropriate title for this passage is:
    a) A beautiful country
    b) Japanese children
    c) Land of mountains and valleys
    d) Hard working people of Japan
    e) Japan

2. Japanese build wooden houses because
    a) wooden houses look beautiful
    b) wooden houses can be made without spending much money
    c) wooden houses can save them from the loss of life and property caused by earthquakes
    d) wooden houses can be taken from one place to another
    e) they have plenty of wood

3. What do the Japanese serve to the visitors?
    a) Tea with sugar
    b) Tea without sugar and milk
    c) Tea without sugar
    d) Coffee without sugar
    e) Milk without sugar

4. Japanese children are very
    - a) smart
    - b) talkative
    - c) quiet
    - d) small
    - e) polite

5. The Japanese are known all over the world for their
    - a) beauty
    - b) good manners
    - c) good clothes
    - d) blue eyes
    - e) wooden houses

6. Japanese children do not cry when they fall down or get hurt because
    - a) they do not feel pain
    - b) they do not know how to cry
    - c) they have been taught to bear pain with a smiling face
    - d) their parents will scold them if they cry
    - e) crying is not good for health

7. A very common amusement among Japanese children is
    - a) painting
    - b) drawing
    - c) book reading

d) dancing

e) painting sand pictures

8. On the New Year's day the Japanese

a) visit their friends houses and take presents with them

b) are busy in merriments

c) taek part in cultural programmes

d) prepare sweet dishes at home

e) eat many things

9. Japanese never sit idle because

a) idle mind is a devil's workshop

b) if they sit idle God will be angry

c) their teachers do not permit this

d) they believe in hard work

e) they want to remain busy

10. Japanese are a

a) peace loving people

b) very cheerful people

c) very brave people

d) home loving people

e) God fearing people

- - - -

THE CIIL TESTS
OF
SILENT READING

(Based on the Multiple-choice Items)

TEST BOOKLET
TEST - 2

By

Dr. G. C. Ahuja
Reader-cum-Research Officer
'Reading Unit'

Dr. (Mrs.) Pramila Ahuja
Lecturer-cum-Jr. Research Officer
'Reading Unit'

Central Institute of Indian Languages

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5. Write your name and other details at the space provided on the answer sheet.

CENTRAL INSTITUTE OF INDIAN LANGUAGES
(Govt. of India - Ministry of Education & Culture)
Manasagangotri, Mysore 570 006
1982

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5. You have to mark only one answer for each question.
6. If for a particular question you have underlined more than one answer, you will not be given credit for that and it will be treated as wrong.
7. If by chance you make a mistake and want to change your answer, strike it out clearly and again underline your other answer.
8. As you finish the reading of the passage, close this booklet and keep it aside so that your instructor may pick it up. Thereafter, immediately you start marking your answers on the Answer Sheet only.
9. When you have marked all the ten answers, indicate this quietly by raising your hand.

10. Don't see anybody's answers and also don't allow others to copy from you.
11. If you have any doubts get them cleared right now only. Once the test begins you will not be allowed to ask anything.

Get ready and wait till you are instructed to start.

- - - -

SILENT READING TEST-2

When Rana Sanga, the ruler of Mewar, died, there was no one to rule over Mewar. His son, Udai Singh was only six years of age. Vikramjit, the nearest relative of the prince, was chosen to rule over the country till Udai Singh should come of age. Udai Singh was always with his nurse, a woman named Panna. Panna had a son who was of the same age of Udai Singh. She loved Udai Singh as dearly as she did her own son.

Udai Singh was still a child when his mother fell ill and died leaving the baby motherless. Before her death she called Panna, Udai Singh's nurse and, putting the baby into her arms, said, "Panna, I leave my son in your charge. See that no harm comes to Udai Singh, until he comes of age and is able to rule over Mewar". Panna, with her heart full of grief, said, "Trust me, gentle queen, to keep him safe, I would give up my life before any harm comes to him".

Vikramjit was a bad ruler. He was wicked and cruel. Once he insulted the brave Rajput chiefs. So they rose against him and placed Banbir, the son of brave Prithvi Raj, on the throne of Mewar. But Banbir was not a good man. In his heart he wished to be the real king of Mewar.

So he made a plan to kill Vikramjit and Udai Singh. One night the wicked Banbir murdered Vikramjit and ran into the palace to murder Udai Singh too. Panna was at that time sitting in her room. Suddenly one of the palace servants rushed into the room with his eyes full of fear, and whispered, "The wicked Banbir has murdered Vikramjit. And he is now coming to this room to kill the little prince. We must hide the prince immediately". Panna at once formed a plan to save Udai Singh. She took up the little prince, hid him in a basket and covered him with leaves and fruits. Panna called a faithful servant and told him to take the basket outside and hide it among the bushes in the forest.

As soon as the servant was gone, Panna dressed her own son in the clothes of Udai Singh and put him on the bed of the young prince. Just then Banbir came into the room with a sword in his hand. He asked in a loud voice where the little prince was. With her heart full of grief Panna pointed to the bed. Thinking that the boy sleeping on the bed was Udai Singh, Banbir quickly killed him with his sword and went away. Panna's heart was very nearly broken. But she had no time to stay and weep over her dead son. She at once left the palace and ran to the forest where the servant was waiting for her. Panna and the sevant then took the prince to a place of safety. They travelled for many days and nights, and often went without food, before they came to the state of a man called Assa Sah. Panna went to him and said, "Here is prince Udai Singh who will one day be the King of Mewar. Look after him well". Then, leaving the Prince in Assa Sah's charge, she returned to Chitore.

The brave nurse, Panna, sacrificed her own child to save the life of Udai Singh.

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THE CIIL TESTS
OF
SILENT READING
(Based on the Multiple-choice Items)

ANSWER SHEET
TEST - 2

Please fill in the following columns:

Name: ____________________

Boy/Girl: ____________________

Class and Section: ____________________

Mother tongue: ____________________

Medium of instruction: ____________________

School: ____________________

Today's date: ____________________

Date of birth: ____________________
(Leave it blank, if you do not know it exact)

- - - - - -

Answer the following questions. Underline the correct answer.

1. The most appropriate title for this passage is:
   - a) Rana Sanga - a brave ruler
   - b) Vikramjit - a bad ruler
   - c) Panna - the faithful nurse
   - d) Udai Singh - a lovely child
   - e) Banbir - a cruel man

2. Udai Singh was the son of
   - a) Panna
   - b) Vikramjit
   - c) the new queen
   - d) Rana Sanga
   - e) a brave king

3. Vikramjit was dethroned because
   - a) he was a bad ruler
   - b) he insulted the brave Rajputs
   - c) he used to quarrel with all
   - d) he was not rich
   - e) he was wicked and cruel

4. Banbir wanted to be
   - a) a good man
   - b) a brave warrior
   - c) the real king of Mewar

d) a friend of Udai Singh

e) the true servant of the people

5. Panna wanted to save Udai Singh because

a) she had promosed the queen for taking care of his safety

b) Udai Singh was very beautiful

c) Rana Sanga told her to save Udai Singh

d) she loved him very much

e) Udai Singh was helpless

6. Banbir killed

a) Panna

b) Rana Sanga

c) the Queen

d) Panna's son

e) Udai Singh

7. Panna and the servant took the little prince to

a) the palace

b) their house

c) the garden

d) Mewar

e) a place of safety

8. 'Here is prince Udai Singh who will one day be the king of Mewar' - who said this?

a) Panna

b) Assa Sah

c) King of Mewar
d) Banbir
e) Vikramjit

9. Panna saved the life of Udai Singh by
a) Killing Banbir
b) hiding Udai Singh in the forest
c) sacrificing her own life
d) putting her own child in place of Udai Singh and sending Udai Singh at a safe place
e) fighting with Banbir

10. Panna was
a) a kind hearted woman
b) a beautiful lady
c) a brave and faithful nurse
d) a servant
e) an old woman

- - - -

APPENDIX - 5

A SET OF SCORING KEYS

SCORING KEY

TEST - 1

(Based on the Cloze Procedure)

3	The
4	to
5	there
6	sit
7	a
8	sometimes
9	their
10	house
11	not
12	Japan
13	fond
14	for
15	of
16	not
17	are
18	rice
19	They
20	they
21	it
22	their
23	taught, trained
24	not
25	when, if
26	because, that
27	been
28	boys
29	beautifully, neatly, well, finely, nicely, fairly, smartly
30	arranging, collecting, putting, keeping, gathering
31	The
32	which
33	enjoy, have, get, observe
34	to
35	a

36 It
37 in
38 the
39 Every
40 brave
41 among
42 little
43 they
44 New
45 this
46 them
47 paper, beautiful, bright, coloured, colourful, many
48 people
49 of, from, with
50 to
51 Japanese
52 and

- - - -

(Key)

TEST - 1

(Based on the Multiple-choice Items)

1. e
2. c
3. b
4. e
5. b
6. c
7. e
8. a
9. d
10. c

- - - -

SCORING KEY

TEST – 2

(Based on the Cloze Procedure)

3	Udai
4	did, loved
5	when
6	motherless, alone lonely, behind
7	and
8	leave, give, entrust
9	comes
10	is
11	full
12	him
13	harm, trouble, danger
14	was
15	chiefs
16	son
17	But
18	he
19	he
20	One
21	the
22	that
23	palace
24	of
25	And
26	the
27	at
28	took, picked
29	and
30	faithful, trusted, loyal, honest, reliable
31	and
32	soon
33	son, child
34	on, into
35	came, rushed, entered, got, walked
36	He
37	was
38	the
39	was
40	and
41	she
42	dead
43	to
44	Panna
45	place

46 and
47 state
48 to
49 will
50 him
51 she
52 own

(Key)

TEST - 2

(Based on the Multiple-choice Items)

1. c
2. d
3. b
4. c
5. a
6. d
7. e
8. a
9. d
10. c

APPENDIX - 6

Instructions for Administering and Scoring the Tests

The test may be administered in the usual classroom or in any spacious room. The students should be made to sit apart. They should have ample space to keep the test materials and to spread them comfortably. No scope should be provided to them for copying. It should be ensured that all students have pens, ball-pens, pencils, etc. The examiner should also keep some sharpened pencils handy so that these may be given to those who may need.

The students should be allowed to meet their physical needs before the start of the test.

No disturbance should be created in between the test either by announcements or circulars or notices. As far as possible, quiet and healthy working atmosphere should be maintained.

The examiner should acquaint himself or herself with the tests. This is best done if the examiner first self-administers the test on himself or herself.

A stop-watch may be used for timings.

In each class of about 40 students, there should be two persons as examiners. They should work jointly for distributing the test materials and supervising the students. First of all the following introductory talk should be given.

"Today, we are going to give you some simple and interesting work to do. We will explain to you with practice examples as to how you have to do the work. You will all like it very much. We will give you four Silent Reading Tests - one after the other. First of all we will give the answer sheet for Test-1. As you get, start filling the columns of ***Name, Class, etc.*** *Then you will get the Test Booklet. When you get the booklet, remember that you have not to open it till you are instructed to do so. Also, you have not to make any marks in it. You will write your answers on the* ***Answer Sheet*** *only".*

Test-1 (Based on the Cloze Procedure)

The Answer Sheets for Test-1 (Based on the Cloze Procedure) be distributed to the students.

They should be instructed to fill in the columns of Name, Class and Section, etc. The examiner should go round and help the pupils to complete this part as early as possible.

Then the booklets for Test-1 (Based on the Cloze Procedure) be distributed.

The examiner should announce as follows:

> *"Now we will read General Instructions. I shall read loudly and you go on reading silently with me".*

Then the Practice Examples be read out. Each Practice Example should be read out twice.

Thereafter, Directions should be read out one by one from No.1 to 8.

If students have any doubts, those should be cleared. For this, the relevant portion of Practice Examples or Directions should be re-read.

It should be emphasized that it is a test just like the fill in the blanks test. For each blank only one word has to be supplied by them.

The examiner should ask the students to turn the page of the Answer Sheet and fold it.

The place for writing the answers from 3 to 27 and 28 to 52 be shown to the students.

Before starting the test, it should be again stressed that only one word has to be written for each blank and if any blank is difficult, they should leave it for the time being and go ahead. They may come back to such difficult one later.

Answers are to be written correctly against each Serial Number.

The examiner may again ascertain if any student has not followed as to how he or she has to do the work.

After clarifying the doubts (if any) the examiner may then announce *'Turn the page of the booklet and start'*.

Side by side the stop-watch should be started.

The examiners should go round and check whether students are working alright. Those working on the right lines may be encouraged to go ahead. If one or two are struck up, they may be guided individually as follows:

For 1st blank what is the answer?
For 2nd blank what is the answer?

Similarly, which word should come for the third blank? for fourth blank? You should write your answer against each serial number on your Answer Sheet.

Soon they will pick up.

The time-limit of 20 minutes for 10th class, 25 minutes for 9th class and 30 minutes for 8th class should be strictly adhered to.

Just before 5 minutes, they should be informed as follows:

"Five minutes more"

As the time is up, they should be instructed to stop. Booklets and Answer Sheets should be collected back.

Test-1 (Based on the Multiple-choice Items)

After having administered the Test-1 (Based on the Cloze Procedure), the next turn is for Test-1 (Based on the Multiple-choice Items).

First of all the Answer Sheets for Test-1 (Based on the Multiple-choice Items) be distributed to the students. As usual, they should be instructed to fill in the columns of **Name, Class and Section, etc.**

They should be informed to not to turn the page of the Answer Sheet.

Then the Booklets be distributed. As usual, the examiner reads out the General Instructions and then Directions on page 2.

Before starting the test, the doubts of the students (if any) be removed. It should be emphasized that as a student finishes reading the test material, he/she should close the booklet and keep it aside and then pick up his/her Answer Sheet and start underlining the correct answers. There is no time-limit for this test, students should be instructed to work fast. They will usually complete in about 3 to 7 minutes. In all 10 questions are there. The last two are on page 4. They should not forget to underline them.

Soon the students will be found having finished reading the test material. As each student finishes reading, he or she picks up the Answer Sheet, unfolds it and starts underlining the answers. The examiners should go round and pick up the Test Booklets. As the students finish marking, the Answer Sheets be collected back.

Test-2 (Based on the Cloze Procedure)

By now, students have been exposed to both types of tests - Cloze as well as Multiple-choice.

In the same way as Test-1 (Based on the Cloze Procedure) was administered the other, Test-2 (Based on the Cloze Procedure) be administered.

It will appear as if lot of interest has been generated in the students.

As this test is over, the stage is set for Test-2 (Based on the Multiple-choice).

Test-2 (Based on the Multiple-choice Items)

The last test to be administered is Test-2 (Based on the Multiple-choice Items).

This test is to be administered on the same pattern as the Test-1 (Based on the Multiple-choice Items).

Because of the previous experience, the students will be found working faster and with more enthusiasm.

As the testing is over, students should be appreciated for their co-operation.

It takes about 1 hour 30 minutes in each class to administer the test for IX and X classes. For VIII class students it takes about 1 hour 45 minutes because of the slightly more testing time reserved for them.

Instructions for Scoring

The scoring procedure is very simple. A set of Scoring Keys has been provided for this purpose.

For Cloze Test-1 and 2, the reponses given by the students are simply to be matched with the correct answers. For each correct response, 1-point credit is to be given. No partial credit is to be given. Either the answer is right or wrong, but no in-between. If a word has been mis-spelt by the student, but otherwise reponse is correct, full credit should be given for that.

Scoring will begin from Item No.3 and continue till 52. The total of the two tests (Test-1 and Test-2) will be the raw score of the student.

For Multiple-choice Test-1 and 2, the correct Answer Key has been provided. Sometimes the students keep putting check marks instead of underlining the responses. At times some students underline the whole answer whereas some only underline either **a** or **b** or **c** or **d** or **e** (i.e., the choices). All these procedures for answering are acceptable. One-point credit is to be given for each correct answer.

If for a particular question, more than one response is marked (either by a check mark or by underlining) no credit is to be given for that, i.e., that particular question will be treated as wrong.

The sum of the correct responses on both the tests (Test-1 and Test-2) together forms the total raw score of the student.

The raw scores on Cloze as well as Multiple-choice Tests can further be interpreted into

Percentile Ranks by referring to the relevant tables of norms.

It is left to the choice of the examiner either to administer the Cloze Test (Test-1 and Test-2) or the Multiple-choice Items Test (Test-1 and Test-2) or both Cloze as well as Multiple-choice Items Tests. For scoring, the relevant Key may be used and for norms, the appropriate Table may be referred to.

In comparison to the Cloze Test, the Multiple-choice Items Test is found to be easier by the students. This is evident from the Tables showing the distribution of scores (Tables 3 to 10).

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